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# Department of Educational Travel

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So it was that at sundown we had our first sight of the Acropolis. We marveled at the striking beauty of the classical ruins, the marble columns sparkling as the last rays of sun disappeared behind Mount Olympus. Then the ruins seemed to come to life as we watched a troop of dancers in the theater of Dionysos.

We thrilled at the stadium, the temple of Jupiter, the gate of Hadrian, Socrates prison and Mars Hill where Saint Paul is said to have delivered his address to the Athenians. As the last ray of sun faded we cherished one parting glimpse of the ruins and descended the mount.

EAVING Phaleron Bay the California sailed across the Aegean Sea toward the coast of Asia Minor and through the historic Dardanelles. From the decks we saw the Hellespont and were reminded that it was there that Leander swam to meet his beloved Hero. It was here, we are told, that Xerxes built the great bridge over which he marched his Persian hosts to attack Athens.

Nearby, on the Asiatic side, is the site of the city of Troy. On the European side we saw the scene of another gallant siege, the trenches dug by the British and Anzac troops during the attack on Gallipoli. Many a traveler was saddened by the wooden crosses, a mute evidence that the struggle had taken place there.

# Jerusalem the Ancient

Sailing through the Dardanelles and the Sea of Marmora we arrived at Constantinople, the most colorful and cosmopolitan city of the world. As the ship anchored in the Bosphorus, Stamboul, the oldest part of the city, loomed in the distance. The domes and minarets of a hundred or more mosques seemed to pierce the sky—a panorama, greatly exaggerated we would have thought had we seen it reproduced in a painting. Our shore program took us through the famous St. Sophia Mosque, past the oriental bazaars and coffee houses and across the Galata bridge, which is said to be crossed once a day by at least one representative of every nation on earth.

Jerusalem from time immemorial has been the goal of countless pilgrimages. Christian, Jew and Mohammedan regard it alike with venera-

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tion-a Holy City of three great religions. Here we forgot the outside world, forgot there were such things as airplanes, subways and skyscrapers.

We found ourselves in a world where civilization had stood still for nearly two thousand years, a land as primitive as in the days when the shepherds, guarding their flocks on the mountain side, had first seen the star of Bethlehem. Indeed it seemed as if those same shepherds were still there. So realistic was it all that at night we found ourselves wondering if we couldn't see the star just as it appeared on that night so long ago.

We made a pilgrimage to the spot of the Nativity, we visited Calvary, the Mount of Olives, the Garden of Gethsemane, the Holy Sepulchre, drove through a wilderness to the Dead Sea and washed our hands and face in the muddy waters of the River Jordan. We were fascinated by this land so saturated in tradition and so closely linked with sacred history, so drab and yet so interesting.

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# Sierra Educational News

Official Publication of California Teachers Association

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Vaughan MacCaughey, Editor Sierra Educational News is a member of the Educational Press Association of America and is

Sierra Educational News is a member of the Educational Press Association of America and is published in accordance with the standards of that organization.

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# Placement Service for Teachers



HE California Teachers Association maintains a placement service for the benefit of all school boards, superintendents, and other employing officers who are seeking qualified teachers, and for all members of the Association. Hundreds of teachers are placed annually by this service. Members are entitled to register (without charge) for placement. The Berkeley office is under the charge of

Sam M. Chaney, manager, 2163 Center Street; phone THornwall 5600.

The Placement Bureau of the C. T. A. Southern Section is under the direction of F. L. Thurston, manager of the bureau and executive secretary of the Southern Section. Teachers interested in placement in Southern California should register in the Los Angeles office,—732 I. N. Van Nuys Building, Seventh and Spring Streets; phone VAndike 3218.

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# California Public Schools Week 1929



UBLIC Schools Week will be observed throughout California beginning April 22d. This will be the tenth year of this distinctly Californian endeavor to acquaint the general public, the taxpayers and the parents of the children attending the public schools with the condition, progress and needs of the schools.

The people of the State are investing over one hundred million dollars in the educational development of more than one million children and youth in the public schools of California this year. The investment of so large a sum of money in such a responsive resource as the young people of the State certainly merits the special attention and interest of the taxpayers for at least a week.

A business enterprise is made better and the investors in it are more certain of good returns when the stockholders are interested and are acquainted with the enterprise. Those who manage and operate the enterprise are encouraged to better and greater efforts and the product produced is more highly esteemed.

# Enormous Returns on the Investment

The enterprise of education while now yielding enormous returns on the money invested is capable of producing even larger profits. An informed, interested, appreciative and co-operating public will make the schools better.

Public Schools Weeks will afford a fine opportunity to get that information which is bound to stimulate interest and appreciation and lead to that co-operative effort so essential to better schools.

The teachers, supervisors and administrators of the public schools are more and more convinced that educational progress is possible only where the public understands what the schools are doing.

The school people will be interested and happy to co-operate with all agencies in an endeavor to inform all and increase the interest of a larger proportion of the public in the work and in the results now being attained in the public schools.

PUBLIC Schools Week, although founded by the Masonic fraternity, has been community-wide for many years. This year as before all meetings are to be held in school auditoriums or other school places.

Members of the California Teachers Association will co-operate in every practicable way in making Public Schools Week this year an even greater success than the very successful observance of last year.

CALIFORNIA TEACHERS ASSOCIATION

JOSEPH MARR GWINN, President

ROY W. CLOUD, Executive Secretary

# Our New Superintendent of Public Instruction

IERLING KERSEY. new California State Superintendent of Public Instruction, was born in Los Angeles; age 38; the son of Richard W. and Abbie L. (Brewer) Kersey; attended Los Angeles High School; graduated from Los Angeles Polytechnic High School and Los Angeles State Normal School (University of California at Los Angeles); completed work at University of Southern California, A. B., 1916, M. A., 1921; married Flora M. Hommer of Los Angeles on November 21, 1908; children: Myrtle Evelyn and Vierling, Jr.

Mr. Kersey was engaged as a high school teacher from 1911 to 1914; high school vice-principal, 1914 to 1918; high school principal in 1918 and 1919; director continuation education from 1919 to 1923; became assistant superintendent of Los Angeles City Schools in 1923 and has occupied that position since that time.

He is a member of the lecture bureau of the University of California; was instructor at summer sessions of that institution from 1921 to 1924; at the University of Southern California from 1921 to 1928; and at Leland Stanford University in 1928.

Author of various articles and pamphlets on general phases of education, and also special articles of vocational, civic, and con-

tinuation education.

Hobbies—football, handball and other athletics. Especially interested in boys' work and is past president of the Los Angeles Council for Promotion of Boys' Work, and a director of the Woodcraft Ranger Organization.

Mr. Kersey is a member of the Los Angeles Chamber of Commerce; Sons of the Revolution; Phi Delta Kappa, Alpha Epsilon Chapter; Mason, Lodge Elysian No. 418, Los Angeles;

A native son of the Golden State, a fine product of California's public schools,—
Vierling Kersey.



Courtesy Harr Wagner Publishing Company

32d degree Scottish Rite, Los Angeles Consistory; Al Malaikah Temple, Shrine, Los Angeles; member of the Scottish Rite Committee on Education; and a member of the State Masonic Committee on Public Education. Republican. Quaker. Clubs: Optimists, Athletic, Masonic (Los Angeles).

Mr. Kersey has been congratulated by hosts of friends upon his acceptance of the responsibilities of one of the most important state school superintendencies in the United States.

# The Retirement Problem

HON. ALEXANDER R. HERON Commissioner of Finance, State of California



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WO entirely different viewpoints exist as to the nature of the present retirement system in California. One is that it is based upon a voluntary contribution by the teachers for the benefit of those who will comply with the require-

ments and eventually retire. This viewpoint is aptly described by one of its exponents as the "fraternal" idea. The other is that the State in order partially to finance retirement salaries for a few teachers imposes a tax of twelve dollars a year on every teacher.

The contribution of the State to the present retirement fund is not a fixed amount and is not an amount which necessarily "matches" the contributions by teachers. It is a variable amount, measured by five per cent of the inheritance tax. The repeal of the inheritance tax has been constantly advocated by certain interests. Without other legislation this repeal would automatically eliminate the State's contribution to the present retirement fund.

#### Stability of the Present Fund

The present fund will probably be able to meet its current liabilities for a long time, dependent upon the following conditions:

- 1. That the yield of inheritance taxes continue to increase;
- 2. That the number of teachers entering the service in California continues to increase;
- 3. That the number of teachers withdrawing from service without retirement, and forfeiting their respective contributions, continues in accordance with past experience.

The present system is not founded on actuarial principles; that is, when a teacher retires there is no assurance of enough money being available to meet the allotted salary payments for the rest of his or her life.

Disregarding the question of actuarial soundness, the present system is unsatisfactory because the retirement salary of five hundred dollars is too small to guarantee the necessities of life to the retiring teacher. It follows that this inadequate salary discourages retirement. The small salary thus defeats the two principal purposes of the system which are assurance of a living income to faithful teachers during their years of old age, and the assurance that the

school system will not be required to continue in service teachers who have passed their periods of greatest usefulness.

There are unlimited differences of opinion as to the period of service which should make a teacher eligible for retirement. These opinions include service requirements ranging from twenty years to forty-five years. Similar conditions exist as to the age at which retirement should be possible, opinions ranging in this case from forty years minimum to seventy-five maximum.

# Elderly Teachers May Be Superior

Not speaking for the Commission but expressing a deep-seated personal opinion, I feel that the teachers should not be impressed with the idea that they are superannuated or unfit for further service at too early an age. Without doubt some of the best service rendered in our public school systems is that of teachers between fifty and sixty years of age.

The kind of retirement system which will provide the most liberal salary, at the least cost to the average teacher, is one based on sound actuarial principles. All our consideration of this problem involves belief that the state in some way should meet a large measure of the

One understanding feature of such a plan would be that no teacher would be "taxed"; in other words no teacher would forfeit any contributions made to the fund. Contributions would belong perpetually to the teacher who paid them. To make possible a suitable retirement salary the payment would obviously be much greater than the present contribution; but to offset this increase every teacher withdrawing from service would receive back the money paid in.

NE great difficulty in the way of the inauguration of a new system, with adequate retirement salaries and with sound financial provision, is the heavy burden of contributions that would be imposed for a short period of years on teachers who have already had long terms of service under the present law. It seems obvious that when any change is made, the present system, with all its admitted difficulties, must be continued for the benefit of those who elect to remain under it.

It seems to follow logically that teachers newly entering the service can adjust themselves to a new system without any difficulty. This involves a greatly increased obligation on the part of the state and one the state can be fairly expected to meet.

# A Larger Retirement Salary is Needed

What seems to be most needed, in addition, is a method whereby teachers with long service to their credit under the existing law can look forward to some arrangement for a larger retirement salary than is now provided. The Retirement Commission has given thorough study to this phase of the problem.

A very interesting proposal has been formulated in a preliminary way by Mr. Roy Cloud, secretary of the California Teachers Association and a member of the Commission. In brief, this suggestion is that teachers under the present system continue the twelve dollar annual payments now required, and in addition contribute twelve dollars annually toward a "savings" plan, the second twelve dollars remaining the property of the contributing teacher. The plan assumes that the state will match this second twelve dollar contribution and that when the time for retirement has been reached the present five hundred dollar salary will be supplemented by an annuity purchased with the additional amounts which have been contributed by the state and the teacher.

#### Immediate Action Hoped For

Inasmuch as the request for this statement was a personal one I feel free to express my own hopes without imposing any responsibilities on the other members of the Commission. I hope most earnestly that satisfactory retirement legislation can be enacted by the 1929 session of the Legislature. I hope that it will include a sound and sane retirement system for all teachers who enter the service hereafter.

I hope that it will involve a readjustment which will not put a heavy financial burden upon those teachers who have already served ten, fifteen or twenty years and that it will at the same time hold out to them the prospect of a more adequate retirement allowance than the present law provides.

Above all I hope that the opportunity will not be lost to make sure and permanent the state's provision for those who give their life to the service of the public schools when such a result can be accomplished through the services of a friendly and interested Commission, a sympathetic governor, and a favorable Legislature, with the co-operation of the organized teaching forces of the state.

The result most to be feared is that both teachers and public officers may be misled by erroneous statements of fact, and by the urge to gamble with the future. What is done should if possible be done now but it should be done on a basis of broad justice and without deceiving ourselves as to any of the facts.

# The Legislature in Action

Roy W. Cloud

THE Second Session of the California Legislature swung into action Monday, February 18, with practically all of the members of both Houses back at their desks.

The Education Committee of the Assembly met Tuesday afternoon with Chairman William M. Byrne presiding. Deputy State Superintendent of Schools, Sam H. Cohn, represented the State Department of Education and explained the meaning of several Assembly bills. No action was taken, however, other than to recommend amendments.

The County Unit bill, because of its general interest was brought to the attention of the members. Mr. Willis M. Baum, who presented it, requested consideration of the measure at an early date.

At the suggestion of Chairman Byrne, it was decided to ask for a joint meeting of the Assembly and Senate Committees on Education Tuesday, March 12, or Tuesday, March 19, at which the proponents and opponents of the bill may be heard. It was thought that the joint meeting would require those interested to make only one trip to Sacramento. It was the unanimous vote of the committee that this procedure should be followed.

The Senate Committee on Education met Wednesday night, February 20, with Senator Herbert W. Slater presiding. On motion of Senator Tallant Tubbs, Senator Fred C. Handy was elected vice-chairman.

Mr. Cohn again represented the State Department and his understanding of the measures and his keen reasoning helped materially in the proceedings.

The following bills were approved and recommended "Do pass":

- S. B. 22 Slater-Codification of school laws.
- S. B. 161 Handy-Concerning transportation.
- 8. B. 311 Handy-Concerning transportation.
- B. 312 Handy—Concerning continuing contracts.
- B. 175 Slater—For calling elections for formation of consolidated school districts.
- 8. B. 48 Jones—For the creation of a "Commission of Nine" was recommended "Do pass" and sent to the Senate Committee on Finance.
- S. B. 810 Sharkey—For courses of instruction in penal institutions and,—
- S. B. 771 Handy—To provide for continuous three-year building taxes, was fixed for a special order of business for Thursday, February 28.

The meeting was then adjourned.

# California Educational Legislation: 1929

Bills Approved, Disapproved, and Tabled



OINT Legislative Committee of the California Teachers Association and the School Superintendents Association of California was called to order at the Hotel Alexandria, Los Angeles, Friday, February 8, 1929, at 9:30 a. m.,

by Dr. Joseph Marr Gwinn, president of the California Teachers Association and chairman of the committee. Roy W. Cloud, state executive secretary, served as secretary.

Among those present were: The new State Superintendent of Schools, Honorable Vierling Kersey; the newly-elected City Superintendent of Schools of Los Angeles, Mr. Frank A. Bouelle; Robert L. Bird, George C. Bush, Charles H. Camper, Herbert Clarke, Henry G. Clement, A. R. Clifton, A. J. Cloud, Sam H. Cohn, Ed. I. Cook, Miss Beulah Coward, Norabelle Davidson, C. L. Edwards, R. L. Everett, Noel Garrison, Willard E. Givens, Arthur Gould, Earl G. Gridley, Joseph E. Hancock, Mrs. Hogan, C. R. Holbrook, Assemblyman Chris Jespersen of San Luis Obispo, Charles D. Jones, Mrs. Larkey, Harry Linscott, David E. Martin, F. F. Martin, Homer Martin, Mrs. Massey, Horace M. Rebok, Albert W. Shaw, W. A. Sheldon, Robert Thompson, Mrs. Margaret Thornton, F. L. Thurston, H. S. Upjohn, and other educators of Los Angeles whose names were not secured.

Chairman Gwinn, as the first matter of business, introduced Mr. Kersey who made a short talk and pledged himself to a program looking toward the advancement of the school system and the unification of the school people so far as it would be in his power to do so.

Deputy State Superintendent of Schools, Sam H. Cohn, took up the education bills presented at the first session of the present California Legislature, and from 9:30 to 6:30 the committee deliberated and passed upon the proposals. It was impossible to cover all of the measures, a few being left for further consideration.

The action of the Joint Committee was as follows:

# Senate Bills—Approved

- S. B. 22 Slater: This is the School Code, as re-codified by the commission appointed at the last session of the Legislature. The proposal puts the school laws into an entirely different form and in many cases simplifies the whole wording. Subjects such as "Pupils," "Teachers," etc., are grouped together so that it will be easier to find them in the index.
- S. B. 48 Jones: This act provides for the creation of a Commission of Nine to be appointed by the Governor.

- S. B. 161 Handy: This relates to the matter of transportation and allows continuing contracts therefor. This and other provisions by Senator Handy concerning transportation were prepared at the request of the California Teachers Association and the Superintendents Association Legislative Committee.
- S. B. 193 Hurley: This would allow teachers to become eligible for group insurance.
  - S. B. 311 Handy: Covering transportation.
    S. B. 312 Handy: For continuing contracts.
- S. B. 426 Lyon: This bill was approved, providing that line 16 is changed to read "city or county superintendents of schools". It has to do with the membership in societies for the promotion and advancement of public education
- S. B. 580 Slater: Would have to do with the establishment of a Department of Standards for buildings. Was approved, but referred to the county superintendents for consideration.

through research and investigation.

- S. B. 639 Carter: This act provides for a revolving fund, to supplement the County Purchasing Act passed at the last session of the Legislature.
- S. B. 771 Handy: This act provides that building funds in school districts may be levied for three years and the funds held for future use. It modifies the act which allows only two special taxes for building and the immediate expenditures of money derived therefrom.

# Senate Bills-Disapproved

- S. B. 123 Allen: Disapproved for the same reasons as Assembly Bill 129, of which it is a duplicate.
- S. B. 129 Baker: Provides that courses for counsel and guidance shall be set up in the different schools.
- S. B. 130, 131, 332, 333, 334, 335, Baker, all refer to guidance courses or ability and aptitude tests. The committee felt that they would require large departments which would cost considerable money for the carrying out of the ideas.
- S. B. 154 Mueller: Disapproved on the grounds that the expenditure necessary for the printing of the ideas mentioned would be an unnecessary burden upon the school districts of the state.
- S. B. 225 Breed: This act would require every grade from the kindergarten through the State teachers colleges to teach accident prevention.

No objection was offered to the teaching of this subject. The committee decided that statutory subjects ought not be put into the school law by those not connected with school work.

S. B. 414 Mueller: This was disapproved. This act would require the printing in a legal paper the school statements of receipts and expenditures for every year. It would require a considerable expenditure of moneys.

S. B. 655 Garrison: This was disapproved, as it was held that such a law was not necessary as an opinion of the Attorney General covers the matter. It relates to the changes made by junior college districts for pupils residing in other counties.

# Senate Bills-No Action

S. B. 151 and S. B. 292. No action because this is a local matter and is being handled by American Legion members in the Senate.

S. B. 551 Inman: This proposal, submitted by Mr. Ralph Everett, President of the California Teachers Association Northern Section, would permit local boards of education to provide retirement for the teachers and certificated employees of the district. This retirement would be in addition to the retirement furnished by the State. Certain parts of the proposal need revision in order that no conflict might come in the administration of the local retirement system now in force.

S. B. 673 Rochester: This was passed after considerable discussion. This act, presented by a group of Los Angeles teachers, provides increased retirement salary for teachers who are retired and for those who may be retired at some future date.

Senate Bills 8, 11, 142, 175, 385, 428, 483, 488, 491, 533, 534, 599, 654, 706, 722, 784, 785, 786, 810. All of the above were passed over without action for lack of time. The Committee began its meeting at 9:30 a. m. and worked until 6 p. m. when a number of those presented were required to leave.

#### Assembly Bills-Approved

**A. B. 157 Williamson:** The Sabbatical Leave Bill. It was heartily endorsed, with a single change in the title which would change the word "teachers" to "employees".

A. B. 258 Mixter: Provides for insurance upon transportation equipment. The principle involved in this bill is approved. The matter is not before the Education Committee, but before the Committee on Insurance in the Senate.

**A. B. 311 Bernard:** Provides for the annexation of elementary districts to union high school districts. It is a correction of the Eden Bill of 1919.

A. B. 312 Bernard: Designates the polling places in each of the elementary school districts of a union or joint union high school district.

A. B. 357 Patterson: Relates to the powers and duties of school trustees and city boards of education in regard to insuring districts against liability. The principle of this proposal is approved.

A. B. 396 Crittenden: Provides that it shall be unlawful for a driver of any vehicle to pass any school bus while passengers are alighting from or boarding same without first coming to a complete stop. This bill is not before the Education Committee, but will be considered by the Committee on Motor Vehicles.

A. B. 460 Badham: Approved in principle. If passed, this act would allow high school boards of any high school district lying wholly or partly within a county maintaining a county free library shall have the power to enter into a contract or agreement with the board of supervisors of said county whereby the said school district may secure the advantages of said county free library upon such terms and conditions as may be fixed in the contract or agreement.

A. B. 463 Badham: This act, which relates to the powers of trustees to provide for transportation was approved in principle, but should be re-worded. This act would allow city boards of education to provide for transportation on public carriers at the customary rate without the formality of entering into a contract.

A. B. 494 Miss Eleanor Miller: This act was approved in principle, and the ideas were heartily endorsed. It would provide for 24-hour schools which would care for juvenile offenders in order that they might not be sent to reform schools.

A. B. 516, 517 Bernard: Are duplicates of A. B. 311 and 312, which were approved.

A. B. 522 Byrne: Relates to the building and equipping of kindergarten buildings with kindergarten funds. This measure was heartily endorsed.

A. B. 533 Badham: Under the provisions of the act, the governing board of any school district shall have the power to provide for the payment of the necessary and actual traveling expenses of any employees of the district when performing services for the district under the direction of the governing board thereof.

A. B. 548 Jespersen: Provides for the calling of elections in union and joint union school districts.

A. B. 549 Jespersen: Provides that the annual meeting of the trustees shall be on the first day

of May and they shall elect one of the members as clerk of the district.

A. B. 551 Luttrell: Relates to the calling of the high school principals convention.

A. B. 552 Luttrell: Concerns vacation permits.

A. B. 554 Luttrell: Would require tutors to have regular credentials.

A. B. 555 Luttrell: Concerns the granting of permits to work outside of school hours to certain minors.

**A. B. 603 Williamson:** Grants sabbatical leaves to members of the faculties of state teachers colleges.

A. B. 604 Ingels: A measure concerning the adoption of text books and teachers manuals.

A. B. 607 Keaton: Gives the governing board of school districts discretionary power in the granting of civic center rights to the use of public school buildings.

A. B. 611 Roland: Received the hearty approval of the Committee. It would reduce the A. D. A. factor for the appointment of rural supervisors from 500 to 300.

A. B. 614 Deuel: Provides for the establishment and maintenance of dormitories at the state teachers colleges.

A. B. 615 Deuel: Act provides for the establishment and maintenance of cafeterias in state teachers colleges.

A. B. 616 Deuel: Provides that the attendance of pupils of a school district of any type and class which has contracted to have its children educated by another district shall be kept separate and shall be credited to the district in which the pupils reside.

A. B. 637 Harper: Relates to the revocation of life diplomas or state credentials on the request of the holder.

A. B. 647 Spalding: Allows the upper grades in an elementary school to devote certain set periods to statutory subjects.

**A. B. 653 Parkman:** Allows pay for school election officials.

A. B. 760 Leymel: Requires certification of librarians in elementary or secondary schools.

A. B. 761 Leymel: Grants retirement privileges to certificated employees of the California Polytechnic School, California Deaf and Blind School, the Preston and Whittier Schools, the Sonoma Home and the Pacific Colony.

A. B. 794 Leymel: Grants retirement privileges to nurses, school registrars and school attendance officials serving under regular certificated requirements for secondary schools.

A. B. 819 Heisinger: Relating to transportation of high school pupils. This act is approved as it would do away with poaching on the part

of certain high schools, which because of certain transportation facilities take the pupils of other high school districts.

A. B. 821 Wright: Is one of the most important of all of the school proposals. It provides for the raising of the thirty-cent limit for special taxes to forty cents, and the reduction of the building tax from seventy to sixty cents. It also establishes a different rate by election. The rate so established to run until voided by a subsequent election.

A. B. 822 Williamson: Approved in principle. Provides for the exchange of teachers either in or without the United States.

A. B. 824 Brock: Provides for the employment of home teachers.

**A. B. 833 Leymel:** Covers the election of teachers. Was approved, providing Mr. Sam H. Cohn will re-word the same.

**A. B. 835 Leymel:** Provides for the purchase of public liability insurance on school busses. Approved in principle.

A. B. 836 Bishop: Concerning the establishment of cafeterias in schools. Was approved with the exception that "shall" should be changed to "may" in lines 7 and 8.

A. B. 866 Jespersen: Concerns admittance to the California Polytechnic School.

A. B. 867 Jespersen: Concerns the holding of school elections.

A. B. 894 Roland: Provides for the actual and necessary traveling expenses of rural supervisors and the payment for the same from the general fund of the county.

A. B. 979 Nielsen: Provides that the county superintendent of schools of any county shall r ceive his actual and necessary traveling expenses when, with the approval of the county board of supervisors he attends any national conventions or conferences of school superintendents held within the United States.

A. B. 980 Nielsen: This would grant the actual and necessary traveling expenses of rural supervisors when attending state conventions.

A. B. 986 Adams: Provides for the expenses of the State Curriculum Commission.

**A. B. 1009 Morgan:** Approved in principle. Certain changes are to be suggested. This act was provided by Mr. Cooper and framed by the State Department, co-operating with the different book publishing firms.

# Assembly Bills-Disapproved

A. B. 14 Patterson: This act, providing for the establishment of kindergartens which would change the one mile limit for petitions to five miles, was disapproved because of omissions which would seriously affect the matter. Mr. Cohn was asked to give this measure further consideration.

A. B. 15 Scudder: Disapproved on the grounds that it might affect a recent Supreme Court decision. The matter is to be studied by a lawyer.

A. B. 36 Bishop: Disapproved on the grounds that the present anti-fraternity law is beginning to become effective and any change in its status would seriously affect the problem in the schools of California.

A. B. 118 Heisinger: (Tenure) This is an act regarding tenure and was disapproved on the grounds that the association desires a two-year trial of the present tenure system to determine whether or not it should be continued in its present form.

A. B. 119 Heisinger: This act was disapproved in its present form. Mr. Upjohn will make a certain modification, which if accepted by Mr. Heisinger, the bill will be approved. This measure concerns the use of motion pictures and still films in schools.

**A. B. 129 McGuinness:** This act, concerning traveling expenses of high school board members, was disapproved. The committee felt that this would be unnecessary legislation.

A. B. 138 Roberts: Disapproved on the grounds that city boards of education as well as county boards should be considered. If modifications are made it is probably that the measure will be supported.

A. B. 315 Heisinger: This is the second of Mr. Heisinger's anti-tenure bills and was disapproved on the same grounds as A. B. No. 118.

A. B. 440 Roberts: This act, relating to powers and duties of school boards, was disapproved as it would require all school accounts to be kept according to methods prescribed by the county auditor whether or not such method should be acceptable to the superintendent of schools.

A. B. 520 Badham: Relates to the increase of the kindergarten taxes from 15 to 20 cents. The reason for disapproval of this act was that the committee desires the Governor's Commission of Nine to study the whole kindergarten situation and ascertain whether or not it will be in a position to give kindergartens the same standing as elementary schools in the matter of state and county apportionments on A. D. A.

A. B. 610 Badham: This act, which would remove the mile limit in the matter of petitions for formation of kindergartens, was disapproved. In passing adverse action, the hope was expressed that the kindergarten situation might be cleared up by the Commission of Nine.

A. B. 827 Roland: This act, which would

permit the excusing of pupils for dental attendance, was disapproved.

A. B. 917 Patterson: This act would constitute kindergartens of the state a part of the elementary school system and would provide for state support on an A. D. A. basis. While all of the committee felt that such a proposal contained great merit, it was their idea that it should be studied by the Commission.

A. B. 927 Feeley: Disapproved on the grounds that school trustees could not prepare their budgets by the first of March. It is difficult at the present time for the clerks of the various districts to have their budgets ready in June; hence the disapproval.

# Assembly Bills-No Action

A. B. 108 Wright: No action was taken on this as the case of Peart vs. Merrill holds that the old register may be used for school elections.

A. B. 130 Scofield and Craig: Concerning the withdrawal of elementary school districts from the high school districts. The committee asked that the measure be referred to the Commission of Nine for further study. The withdrawal of elemenary districts may become a serious problem unless the method of withdrawal is clearly defined; the rules set.

A. B. 191 Williamson: The committee felt that no action on its part was necessary. The same action was taken in reference to 192 by Williamson. This bill relates to a nautical school at the Port of San Francisco. It is a local matter, and so not a subject for action by the Legislative Committee.

A. B. 202 Feigenbaum: This bill was passed for lack of knowledge. No action was taken.

A. B. 231 Bernard: This provides for a fund for the paying of traveling expenses of high school bands in musical contests. No action was taken on this as it is of minor importance.

A. B. 192 and A. B. 253 American Legion members of the Assembly: For a Nautical School at the Port of San Francisco. No action was taken upon this as the bill is a local matter.

A. B. 371 Deuel: Provides for the establishment and maintenance by high school boards of vocational courses in co-operation with suitable places of employment. This bill was passed for lack of knowledge.

A. B. 435 Roberts: It defines the duties of county superintendents of schools. It was the request of the committee that county superintendents study this bill and make recommendations concerning the same.

A. B. 439 Roberts: Relates to the drawing of the registration of school warrants. Referred to the county superintendents for study. This

proposal had the endorsement of the committee, but it was decided that the county superintendents should pass upon it.

A. B. 457 Craig: Provides for the organization of certain elementary school districts in the union and joint union high school districts. The committee recommended that the matter be referred to the Education Commission for study and further consideration.

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A. B. 530 Craig: Providing for the withdrawal of elementary districts from high school districts. The principle involved is the same as several other bills by Mr. Craig. The committee asked that it be referred to the Commission for study.

**A. B. 547 Jespersen:** No action was taken upon this proposal, which would limit the admission of students to the California Polytechnic School to male students only.

A. B. 605 Crawford: Passed without action. It relates to the number of trustees who may be elected from any one of the elementary districts from a union or joint union high school district.

A. B. 608 Parkman: Concerning services in public residential schools for the deaf and blind in California. Was passed for lack of knowledge.

A. B. 613 Scudder: Has to do with the establishment of junior high schools. Was passed without action and recommended for further study.

A. B. 624 Bernard: Passed because it is a duplicate of another bill.

A. B. 839 Craig: Concerning the withdrawal of elementary school districts and high school districts. Was to be referred to the Commission of Nine.

A. B. 854 Kline: Was passed without action. This referred to the appointment of a teacher by the county superintendent when the district refused to employ a teacher for the district. It was felt that such an act is not necessary.

A. B. 930 Leymel: This was referred for further consideration. It provides for the securing of bids for the policy or policies for insurance on school busses.

A. B. 939 Coombs: Was passed for lack of information. It provides for a Bureau of Avocational Education and is sponsored by Mr. Sam Hume.

A. B. 952 Byrne: No action was taken on this proposal which provides penalties for allowing certain minors to engage in various forms of occupations.

A. B. 459 Baum: This act is known as the County Unit Bill. It is a re-codification of the School Code. Sufficient time has not been given for the consideration of all its provisions. The committee, therefore, asked that it be referred to the Commission of Nine.

Editor's Note—In the above, "passed" means passed over without action.

Assembly Constitutional Amendment 10, Nielsen, is a proposal, which if passed, will require all elementary texts to be printed at the state printing office. Under present provisions, the state board may contract for elementary texts. School people may seriously consider this proposal and recommend action to their legislators.

The amendment was received too late for consideration by the Joint Committee, but the following statement is made by a prominent citizen:

This proposed amendment provides for only one essential change. Where the present law says "The state board may cause such textbooks when adopted to be printed for publication by the superintendent of state printing at the state printing office", the proposed law states, line 13 and following, "The state board shall cause such textbooks when adopted to be printed and published, etc."

In other words, the present Board permits the state board of education, at its discretion, to purchase elementary school textbooks that are not printed in the state printing office. The past history of the elementary school book system in California shows that the board has never taken advantage of this proviso. The members of the state department of education, state superintendents, and others, have felt it desirable, how-

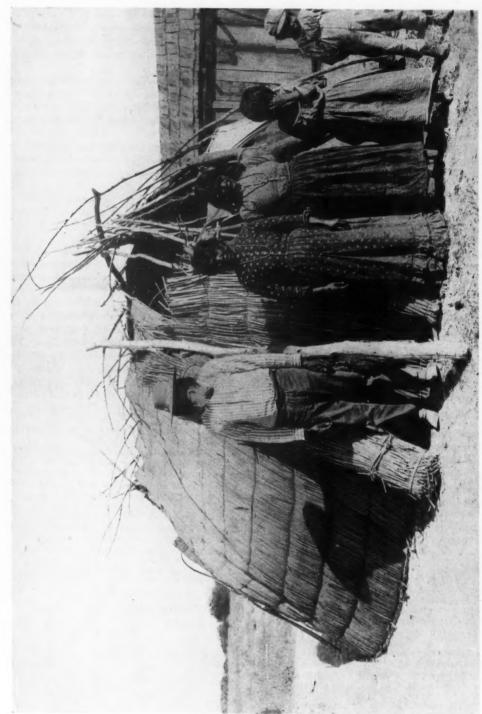
ever, that this proviso be retained in order to take care of possible contingencies.

In general it does not seem advisable to pass a constitutional amendment for such an insignificant change as the one in the proposal. If it is passed and confirmed by the people, it will cause nothing to be done that is not now being done but will simply make more rigid the constitutional provision that is already too rigid.

The present constitutional provision takes care of all possible contingencies, whereas the proposed amendment, if passed, might hamper the state board of education and the schools of the state in adapting themselves to new conditions.

# A Worthy Professional Record

R. P. A. WINDER at Elsinore (according to a report received from Mr. F. L. Thurston, executive secretary, C. T. A. Southern Section) is completing his fifteenth year as a public school principal in California. He was five years at Redlands, three years at Claremont, and is now in his seventh year at Elsinore. He reports that throughout these fifteen years, the faculties in these schools have always been 100 per cent enrolled in the C. T. A., from the kindergarten teacher to the principal.



California Indians (Taliche tribe) and hut of tule mats. These Indians lived in the region of Lake Tulare (now extinct). The mats were carefully woven, and protected the Indians both from, the hot sunshine and the winter rains. From Pictorial History of California

# Contemporary California Educators

# II. Ellwood P. Cubberley

AD CUBBERLEY is affectionately sodesignated by hundreds of Stanford University students who have had the privilege and joy of becoming acquainted with this great dean of Western educators.

Like a host of Californians, Dean Cubberley came from the rich farmlands of the Middle West. In those days American agriculture was not only a method of raising crops,—it was a life background for the production of men.

He was born at Andrews, Indiana, June 6, 1868. A diligent student, with alert and wideranging mental powers, Ellwood P. Cubberley successfully completed high school, graduated from Indiana University, 1891, and later went to Columbia University for graduate study, re-



"Dad" Cubberley, beloved Stanford dean

ceiving his master's degree in 1902 and his doctorate in 1905. In 1923 the University of Iowa conferred upon this brilliant teacher and author an honorary doctorate.

# Professor, President, Superintendent, Dean

From 1891 to 1896 Professor Cubberley taught in and was president of Vincennes University, Indiana. Then the great West called him, as it had called so many others of the most virile and capable. He became San Diego City Superintendent of Schools, 1896-98. From Southern California he was called to the young university in the Santa Clara Valley, the Leland Stanford Junior University, near Palo Alto.

At Stanford Dr. Cubberley was associate professor of education, 1898-1906. Since 1906 he has been full professor, and for the last twelve years, since 1917, has been dean of the School of Education.

Dean Cubberley is internationally known as a teacher, lecturer, and writer. He has given courses at many universities, including Columbia, Chicago, and Harvard. He has participated in many educational surveys and investigations, including Baltimore, Butte, Portland, and Salt Lake City.

As the editor of the "Riverside" text-books in education, and as the author of a long series of substantial and scholarly volumes, Dr. Cubberley is recognized as one of America's productive and fertile educational workers.

# A Degree Cum Laude

He is a member of many educational societies, fraternal organizations, and learned associations. But most important is the Cubberley Club—that unnamed, informal group of all those who have studied under his inspirational leadership, and whose loyal affection for him is epitomized in "Dad". Dean Cubberley can be given no higher degree than this.

# What a Wondrous Life!

CAROLINE M. ADAMS, Seabright

'IIS a grey morn with sea and sky that blend instead of meet,

Pearl down on high dissolves into metallic sheen, And breaks in foaming lace about my feet.

Behind me crouch the cedars and the oaks whose veil of mists

Trails o'er the dark lagoon.

We skirt its edge, then leave the shore that twists

'Round the village that drowsily croons.

"A ride?" "No, thanks, for I could not see At the citrus flower the visiting bee Nor the humming bird by the fuchsia bush. The Virginia stocks I could not smell Nor the others flowers I love so well."

What a wondrous life is the teacher's share
Who begins the day in the morning air,
Who hears the merry laughter, the pattering
feet

That every morning their teacher greet As she turns the bend of school-house street. Only a mother with crown of cares Knows greater love than the teacher shares.

# Buying Bonds

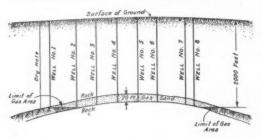
Bonds of Better Than Average Yield-With Equal Safety

E. C. Eby Freeman, Smith & Camp Co.

THE teacher, or any other person for that matter, in making a commitment of surplus funds, is chiefly concerned with the two major issues of an investment; namely, safety and yield. The former is the proposition and the latter is the corollary. According to the rules, the yield is in inverse ratio to the security. In other words, the greater the security, the less the yield. U. S. Government Bonds, having the maximum of security, render a low yield. Quite naturally we all desire the maximum of security with the highest possible compatible yield. But, how can an investment be obtained in bonds of equal security with better than average yield?

At present there is a type of financing being offered to the public—natural gas bonds, which are idiosyncratic in character in that after a period of twenty-five years or more of public financing they still possess the enviable record of 100 per cent efficiency. To date natural gas bonds are the only type of public utility financing that do not show a single default in interest, or principal. A large percentage of the natural gas bonds issued have been retired many years prior to their maturity; due to the terms of their indentures, in that, capital acquired from natural gas sales in excess of sinking fund requirements goes to the retirement of additional bonds. If this were not done, the security, the natural gas

#### CROSS SECTION OF A GAS FIELD SHOWING WELLS AND GAS SAND



reservoir, might be exhausted prior to the maturity of the bonds, but the public is not yet aware of these safeguards and the superiority of natural gas as a fuel. Hence these bonds actually still have better than average yield with equal safety.

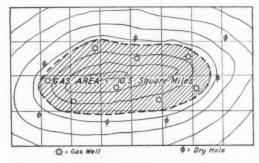
Methods of calculating natural gas reserves are based on highly scientific and well founded data. Natural gas is found in hermetically sealed reservoirs of sand beds or porus rock at

varying depths up to 6000 feet under the earths surface and under pressure up to 1000 pounds per square inch.

The computations are made from the known history and data. Records of gas fields have been accurately kept over given periods of years. E. F. Moore, Eng., cites the following history from a well-known gas field:

Date	Average Gas Pressure in all Wells	by Entire Field during previous five-year-period		
Jan. 1, 1909—8	00 lbs. per sq. in	None—just drilled in		
	84 lbs. per sq. in	2,000,000,000		
	52 lbs. per sq. in			
	12 lbs. per sq. in	5,000,000,000		
		4,000,000,000		

#### SUB-SURFACE CONTOUR MAP OF A GAS FIELD



The total gas produced by the field to date amounts to 20,000,000,000 cu. ft. and the pressure has been consequently reduced from 800 to 640 pounds per square inch. By proportion the remaining gas in the field may be calculated as 80,000,000,000 cu. ft. If the total market requires an average of 5,000,000,000 cu. ft. per year, the gas reserves of this field will serve the requirements between 15 and 16 years.

The reserves of an unknown field are computed in a different way. A sub-surface contour map of the gas reservoir is made by geological engineers. As each well is drilled, accurate records are kept of the gas wells and the "dry holes" and are plotted on the map.

Area of field=10.5 sq. mi.=293,000,000 sq. ft. Average thickness of gas sand=20 feet.

Volume of gas under normal pressure= $54 \times 880,000,000 = 47,500,000,000$  cu. ft.

This figure represents the total amount of gas in the field. Multiplying by a conservative recovery factor, say 60 per cent, results in a figure of 28,500,000,000 cu. ft. as the **minimum** reserve of the field.

If the proposed market requires 5,000,000 cu. ft. daily, or about 1,825,000,000 cu. ft. yearly, the life of the field will be 13 years.

In summary, it may be pointed out that natural gas reserves can be far more accurately measured than the average water available for hydro-electric power or domestic water-supply from a given water-shed where the engineers can rely only upon history.

# A Primary Project

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LILLIAN M. WARREN, Principal Grammar School, Keyes

HAT child does not enjoy to study about Eskimos, Indians, Dutch, Swiss, or Japanese, when presented in an interesting way?

Having had the pleasure of observing primary projects about these various people I will tell you about the project on Japan. This was conducted in a two-teacher school where Japanese resided, thus making it the most interesting of all.

First the teacher collected pictures relating to her subject. These were placed about the room in an attractive manner. The children were told they were to study about Japan and to be on the lookout for anything which they could find about it.

As an art lesson they made a lovely border above the blackboard of cherry blossoms and Japanese children. Next the sand-table was turned into a Japanese village.

Stories relating to the project were found in readers and used as reading lessons. The older children wrote short paragraphs which were used as reading lessons for the first and second grades. Pictures were collected to illustrate Japanese customs, dress, and worship. These, along with the paragraphs, were put together into booklets with an appropriate cover made during an art lesson. The smaller children simply collected pictures and made a fitting sentence for each one. These also were bound into a booklet.

Sentences and paragraphs used by the children were used as spelling lessons. Great interest was shown in this because they had planned their own lessons.

All arithmetic problems, which were made by the teacher, pertained to Japan.

In one corner of the room a table was laden with the articles collected by the children. Even the upper grades and parents became interested and aided in the collection. A mother purposely went to a Japanese store and bought a lovely embroidered pillow for the display.

Some little boys made articles of wood at home, such as chop-sticks, stilts, and vehicles representing modes of travel in Japan.

A Japanese family were neighbors to a little boy who asked them for some articles to put on the table. They had so much to give him that he decided to take his teacher along to select some. She was gladly received and given many articles in the line of dishes and clothing which the family explained and demonstrated. This happened about the time we had our yearly exhibit. The primary room decided to place their work and collections on exhibit so the entire community could enjoy them.

After the exhibit was completed a student body meeting was called at which the primary room with their teacher explained and demonstrated their work.

After living in a Japanese atmosphere for four weeks I believe these little children will never forget what they learned about their friends across the sea.

# California Teachers Association

Section Presidents and Secretaries: 1929

Bay Section

President—Wm. H. Hanlon, county superintendent of schools, Martinez.

Secretary—Earl G. Gridley, head of commercial dept. Roosevelt High School, Oakland. C. T. A. Office: 312 Federal Telegraph Building, Oakland.

Central Section

President—Chas. L. Geer, district superintendent, Coalinga.

Secretary—Louis P. Linn, principal, Washington Union High School, 3644 Platt Avenue, Fresno.

Central Coast Section

President—Robert L. Bird, county superintendent of schools, P. O. Box 730, San Luis Obispo.

Secretary—T. S. MacQuiddy, superintendent of schools, 420 Palm Avenue, Watsonville.

Northern Section

President—Ralph W. Everett, instructor, Sacramento High School, 2740 Portola Way, Sacramento.

Secretary—Mrs. Minnie M. Gray, county superintendent of schools, Yuba City.

North Coast Section

President—W. A. Chessall, vice-principal, Ukiah High School, Ukiah.

Secretary—Mrs. Annie R. Babcock, vice-principal, Willits Grammar School, 71 Humboldt Street, Willits.

Southern Section

President—Robert Thompson, principal, John Burroughs Junior High School, 600 South McCadden Place, Los Angeles.

Secretary—F. L. Thurston, California Teachers Association, Southern Section, 732 Van Nuys Building, Los Angeles.

# A Library Reading Project in the Primary Grades

IOLA MAE HOOVER

John G. Whittier School, Long Beach

THE primary council of the Long Beach City Schools in conjunction with Elga M. Shearer, supervisor of kindergarten and elementary schools, prepared a manual of "Library Reading in the Primary Grades". The advice and co-operation of the librarians in both the public library and the city schools was of great value in carrying forward the project to promote more extensive and thorough home reading of carefully selected books.

Four small volumes comprise the manual, one being for each division of each grade from the 2B to the 3A inclusive. In each volume is a list of books recommended for that grade. Included in the list are titles to meet the needs of children with varying degree of reading ability. These lists were compiled jointly by the teacher and the librarian—the grading of the books being done by the teachers.

Each book included was read by a member of the primary council. An analysis of each book was then written by the teacher and some definite questions and the accompanying answers dealing with the major points in the book, were prepared. The analysis of each book, together with the questions and answers, comprise the body of each volume of the manual.



Whenever a child gives a satisfactory report on a book which he has read during leisure time, the teacher has this manual to refer to, in order to ascertain whether the child has read the book. Before any child is given credit for reading a book, he is required to tell very briefly the substance of the book and answer with a reasonable degree of accuracy three or four questions.

Various devices are used for keeping class records of the children's reading. Posted on the bulletin board in one room is a card bearing the title "Library Reading", below which are placed individual record cards. At the top of each card is pasted a sticker of an animal, a bird, or a flower, chosen by the child. Under the picture is written "Library Reading". At the bottom of the card is the child's name.



Every time a child gives a satisfactory report on a book recommended for his particular grade, a gold star is placed on his card. The cards are arranged according to the number of books read, those with the highest number being placed at the top. The children watch the individual record cards with keen interest. Many are spurred on when they see the number of books that have been read by their classmates.

To each child, who during the semester reads five or more books and reports on the same in a satisfactory way, the public library issues a reading certificate. After a child has received a certificate, a corresponding amount of reading in any succeeding grade is recognized and an embossed seal is affixed to the original certificate to designate this. These certificates are printed in the junior high school print shop and are decorated by the junior high school art classes.

Many children read more than five books on the recommended list and are given recognition in some form in the class room. If, however, he receives a double promotion during the semester and does the reading corresponding to each grade covered, he receives a seal in recognition of this work.

Although this reading is voluntary, the teacher encourages all the pupils to read as many books as they can. The co-operation of the parents is often enlisted when a child appears to lack interest in the work.

During the last two weeks before the close of the semester assemblies are held in the schools. At this time special programs are given and one of the librarians from the public library tells a story and awards the certificates.

For one program each class in the second and third grades in the John G. Whittier School worked out in pantomime scenes from books that had proved to be most popular during the semester. The children were dressed to represent the characters in the given stories.

Large posters were used to announce each book as a scene from it was given in tableau. The books that were chosen were "Peter Rabbit", "Sunbonnet Babies", "Overall Boys", "Little Black Sambo", "Sleeping Beauty", "A Little Girl of Long Ago", and "Cinderella".

Appropriate music accompanied the presentation of each scene.

This systematized reading done during leisure time has proved a great aid in helping the children to become skilful in reading, in acquiring the reading habit, and in directing their interests toward good books.

The plan for stimulating reading interests and for securing more and better work in this subject is explained to the parents at the various P.-T. A. meetings each fall. Many of the parents have taken a great interest in the plan and see that their children have library cards. They also help them to secure books recommended for reading.

# The Junior High School Curriculum

Some of Its Possibilities, and a Few of Its Obstacles

T. Malcolm Brown, Principal Roosevelt Junior High School, San Diego



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SHOULD like to include in "the curriculum", in this discussion, all the activities of pupils, not only the so-called "studies" but also the "extracurricular" activities.

I shall attempt to show where the junior high school should contribute more than it is now doing to the fulfillment of the four objectives of secondary education, as stated by the committee of the Department of Superintendence in the sixth year-book. Also I will state some of the obstacles that are preventing the consummation of those ideals.

The first objective is "To promote the development of an understanding and an adequate evaluation of the self". This can best be done through both the physical and mental health programs. As the year-book states—"sleep, rest, physical exercise and nutrition are all governed by law and are worthy of a place in our life". Yet the only one we pay any attention to is physical exercise, and in that we misplace the emphasis.

When we have reached the state,—(1) where emphasis is laid on inter-class games, (2) where every boy and every girl becomes adept in the games, (3) where corrective work is done to supplement the games and in certain cases supplant them entirely, then we will have begun a course in physical education. My vice-principal tells me that the number of girls excused from regular physical training work is increasing every semester.

We principals have let the enthusiasm of young college graduates, the amateur athletic unions, the newspapers, and the like, determine the emphasis in physical education. It is time that we take the steering-wheel in hand and organize the health program for our pupils. Dr. Henry Noble MacCracken says that "the whole life of the body, in a true philosophy of education, is no less an art than music or painting".

Another phase of physical education that needs more attention is the training of the body in conjunction with the mind in such activities as scouting, campfire girls, mountain climbing, hiking, and camping. Dr. MacCracken in speaking of such activities says, "Thus to the Greek ideal of physical grace and fitness is added a sense of union with Nature in its background of beauty, harmony, and peace, that the Greeks never knew. It is this influence that gives at times to the American and particularly to the Canadian character its strength, that restores the American soul against the hysterical outbursts of mob life in the cities". Why not develop physical education as a fine art and give it a proper place in the course of study?

Let me quote again from the year-book,—
"Mental health as well as physical health requires adjustment. The school which assists the
pupil to derive help and strength from the great
forces of physical nature, to find pleasure in
changes of season, in vicissitudes of weather
and of climate, and to confront the physical
world unafraid has rendered service of a high
order".

This opens up an entirely new vista, one that is a challenge to educators. It is pregnant with possibilities hardly dreamed of and only waiting for leadership and the means to put it into operation as a part of the curriculum. In regard to the next two objectives of secondary education, i. e.,

## Nature and Society

- "To promote the development of an understanding and an appreciation of the world of nature" and
- 3. To promote the development of an understanding and an appreciation of organized society", the junior high school can do much through its courses in social science, science, literature, and its student body activities.

An attempt should be made, in this yearly revising and re-vamping of courses, not to more greatly confuse the adolescent mind with a conglomerate hodge-podge. As the year-book states "the secondary school has a heavy obligation to assist its pupils to secure correct information; to form right attitudes and habits in all matters which concern living together; to understand the history and the functions of social institutions, and to appreciate their evolutionary character".

The social science material in our junior high schools should be developed simply and orderly, with the few outstanding facts surrounded by a wealth of dramatic detail that is so fascinating to the adolescent mind.

#### Adventure and Creation

The fourth objective is "to promote the development of an appreciation of the force of law and of love that is operating universally". The junior high school should help the child to orient itself,—to discover the philosophy that will help to give life 'poise, dignity, and grandeur'. This can be furthered by the study of science, literature, art, music, and history, but it depends largely on the teacher whether or not worthwhile lasting impressions are made.

The year-book states that the two principles to be observed by the secondary schools in achieving these objectives are:

1. "Affording an opportunity for adventure".

2. "Affording an opportunity to create".

Could any two principles be found anywhere that would apply to the junior high school boy or girl more than these? Every boy and every girl in our junior high is longing for adventure, and under the guidance of the right teacher this part of his or her nature can be satisfied through sport, literature, clubs, science and dramatics. The desire to create can be directed by the skilful teacher in the laboratory, in the shop, the household art classes, English, art, and music.

These four objectives of secondary education, so far as the junior high school is concerned, reveal wonderful avenues, and inspire us to resume afresh the efforts to help our boys and girls adjust themselves. However, before much progress can be made, regardless of the amount of inspiration we may possess, it is necessary that the stumbling blocks be removed.

What are some of the obstacles to the realization of the junior high ideal? They are many, and in my estimation the sooner they are dragged into the open, discussed, and if not eliminated, at least have their ragged edges trimmed, the better it will be for our boys and girls. A few of them I will mention here.

## Over-organization

(1) The severe organization and standardization of education,—which has as its corrolary the dehumanizing of education. True we must prevent waste, we must economize, but hire your economizers to set your educational philosophy to working.

Do not put the cart before the horse. We are inclined to organize, and then if there is any time and any health left we are willing to give some attention to education.

# Over-loading

(2) The loading of teachers with such large classes and the school plant with so many pupils that no energy and no facilities are available to carry on the extra-curricular activity. And in addition to this, only about 20 per cent of teachers in junior high schools are interested in the extra-curricular work. Teachers should be selected for junior high schools with the understanding that the extra-curricular function is as important as the so-called studies. Teacher training institutions should assume more responsibility in inculcating such a philosophy in its students.

#### Caste

(3) The fallacious doctrine that stratifies the teaching world.

There exists among many teachers today the pernicious idea, which is encouraged by administrators, that the junior high school field is just a little better, on a little higher plane than the elementary. If you become wise enough, through diligent effort and develop sufficiently as a teacher, the day might dawn when you will find yourself **promoted** to a senior high school position.

The single salary schedule theoretically should do much to eradicate this obnoxious doctrine. But unless principals and superintendents can realize that no one field can be called greater than another and that teachers should be placed where they can do their best work, we cannot expect much change in this respect.

Because a teacher is doing excellent work in either the elementary or junior high school field and because she is happy there, should be all the reason in the world why she should be kept there. Transferring for strategical or political reasons is a confession of weakness or a demonstration of one's ignorance of the purpose of education.

# (4) The failure to provide ample grounds and rooms.

The physical training activities cannot be fully developed unless space be provided for the pupils. Lack of space precludes healthful activity and adds to the disciplinary problem of a large school.

Similarly corrective work cannot be carried on satisfactorily without gymnasiums. To junior high school people, it appears as rather an overwhelming anomaly that educators should become enthusiastic over gymnasiums for senior high schools but where boys and girls of early adolescence, who are forming their habits of growth, when corrective work could be done most efficaciously, are concerned, they are as much as told to shift for themselves.

#### Credititis

(5) The last one that I will mention is what has been called "Credititis".

In this respect all I will have to do will be to read an excerpt from an article by Henry W. Holmes, entitled, 'Chaos or Cosmos in American Education', in the Atlantic Monthly, to recall to your minds most vividly a matter that is sapping the vitality of teachers and thus helping to prevent the consummation of the junior high school ideal.

"So far as we aim at thoroughness at all, it is the superficial thoroughness of circumnavigation. Even our college graduates too often secure only a series of passing views of the islands of knowledge, including a view from the air. Their paper records may be complete, beginning with an orientation course and ending with a couple of seminars or courses of research, but only in a few institutions is there vigorous effort to find out at the last whether or not students have really possessed themselves of a field of knowledge and learned to think in terms of its facts and principles.

"Our colleges, and indeed our graduate schools, suffer from the disease that keeps our secondary schools permanently enfeebled,—'credititis', the itch for credits, points, units, and semester hours. We are in the midst of a generation of students and teachers obsessed with the notion that organization counts more than the actual outcome of the educative process in the intellectual and spiritual condition of the pupil.

"Educationally we are a nation of credit-hunters and degree-worshippers. Even our graduate students, preparing to teach, talk of how many

semester hours they have 'taken' with Dr. X or Dr. V. To have 'had work' with Dr. So-ands—, to say 'I had his work last semester', is offered as a substitute for knowledge of the subject and independent views as to its issues.

"Everywhere the emphasis is on machinery and bookkeeping. Standardization has laid a deadening hand upon us. There is much attention to processes and little assessment of results."

I have mentioned as obstacles to the consummation of the objectives of secondary education in the junior high school;—first, the severe organization and standardization of education; second, the overloading of teachers; third, the fallacious doctrine that stratifies the teaching world; fourth, the failure to provide ample grounds and rooms; and fifth, "credititis".

It would be presumptuous of me to declare these the only obstacles to the success of the objectives. Others immediately present themselves to your mind. However, I gather from my reading, from correspondence, from my conversation with colleagues, and from my own experience that these are potent factors injuring and hampering a happy solution of the junior high school problem.

# The Trail

JAMES NOBLE HATCH, Pasadena

Have you climbed up where it leads you In and out among the mountains? Have you followed all its windings through the trees?

Crossed the rounded tree-trunk bridges Clambered up the rocky ridges Breathed the fragrance born upon the mountain breeze?

Did you read its ancient legends
As you watched its strange meanderings?
How its course had been determined? By what law?

How through centuries unnumbered Ere by human foot encumbered All its lines and grades were formed by hoof and paw?

Have you stopped in adoration
At each sudden opening vista?
Each more splendid than the one we just have seen?

Learned the lessons Nature teaches Heard the sermons Nature preaches Whispering pine and placid lake and dark rayine?

A continuation of the series, begun in the February issue, and presenting the life stories of California public school veterans, appears in this number, beginning on Page 38.

# The California Teachers Association 1863 to 1928

Sixty-five Years of Professional Organization

# Contents

- 1. Organization and finance
- 2. Membership
- 3. Personnel
- 4. Journal
- 5. Forms of service
- 6. Legislative programs
- 7. Some great leaders

See also "A History of Educational Organization in California" by Richard Gauze Boone, formerly associate editor of the Sierra Educational News. Trade Publishing Company, San Francisco. 115 pages. 1926. (Out of print.)

Bound files of the "Sierra Educational News" (24 volumes) are available in the larger libraries throughout the nation.

# 1. Organization

N 1863 John Swett, then California State Superintendent of Public Instruction, called a meeting at San Francisco of the teachers of the State and urged the advantages of a "State Educational Society" in the following words:

"A 'State Society' would unite the teachers of our State in the bonds of fraternal sympathy; a certificate of membership would entitle the holder to the aid of members in all parts of the State; it would be a passport of employment when he should change his residence; it would entitle him to a substantial benefits of an honorable reception among all teachers; and a small annual membership fee would soon constitute a fund for the establishment of a "Teachers Journal' as the organ of the society."

The society was accordingly organized. Among its first official acts were the establishment of a magazine "The California Teacher," adoption of a series of text-books, organization of a state system of diplomas and certificates, and recommendation of a state tax for the support of public schools.

Beginning about 1890 three other teachers associations, — Southern California Teachers Association, Northern California Teachers Association, and San Joaquin Valley Teachers Association,—gradually grew in strength until they rivalled the state teachers association.

In January, 1907, articles of incorporation for the California Teachers Association were filed with the Secretary of State at Sacramento.

In January, 1909, "The Sierra Educational News and Book Review" was purchased from the Boynton Teachers Agency by the State Association. Under the editorship of Leroy E. Armstrong, this periodical immediately began a campaign to secure the affiliation of the state association with the three associations named above.

This campaign was soon successful. A plan of merger into the "California Council of Education" was proposed in October, 1909. It was adopted by the four organizations at their next meetings.

The first meeting of the new council of education was held at Fresno in January, 1910; the second, at San Francisco in October, 1910. This organization in 1910 of a strong, central, united body marks the beginning of an era of progress in California education.

The California Council of Education was replaced in 1911 by the California Teachers Association. The old state association became the "Bay Section." The old council was superseded by the State Council of the California Teachers Association.

# C. T. A. Sections

The California Teachers Association at present is made up of the following sections:

- 1. Bay Section, comprising the nine counties touching San Francisco Bay, and San Joaquin, Lake, Stanislaus, and Tuolumne Counties. Solano County meets alternately with the Bay and Northern Sections.
- 2. Central Section, comprising Merced, Mariposa, Madera, Fresno, Kings, Tulare, and Kern Counties.
- 3. Central Coast Section, comprising Monterey, San Benito, San Luis Obispo, and Santa Cruz Counties.
- 4. Northern Section, comprising the 21 counties in the north-east quarter of the State.
- 5. North Coast Section, comprising Del Norte, Humboldt, Mendocino, and Trinity Counties.
- 6. Southern Section, comprising "Southern California", the nine counties south and west of the Tehachipi Mountains.

Each section works under its own constitution, elects its own officers, and holds annual, biennial, or other meetings. The representative body of the state association is a governing Council consisting of delegates from each section. The number of delegates is proportionate to the number of State Association members in the Section.

# Board of Directors and Finances

The Board of Directors of the State Association consists of nine members elected by the Council at the annual meeting in April. This board (together with a state executive secretary, who is employed by the board by election for a four year term) directs the work of the association.

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The financial income of the association is derived almost exclusively from the modest dues of its members. Other sources are: 1. Subscriptions to and advertising in the Sierra Educational News. 2. Commissions paid for placement service. 3. Interest on investments.

Expenditures are based on an annual budget, submitted by the state executive secretary and approved by the board of directors.

# 2. Membership

A NY teacher, principal, or superintendent of schools, or any other person in any way connected with, or interested in, educational work, may become a member of the Association. The annual dues are three dollars; life membership is seventy-five dollars.

The association has experienced a steady growth in membership, both absolute and relative to the total number of teachers. The "State Educational Society" was organized in 1863 by 450 members. In November, 1928, there were 32,847 members of the California Teachers Association. Over 80 per cent of California public school teachers are now members. In the last decade (1918-1928) the percentage of teachers who were members has increased from 36 per cent in 1918 to 82 per cent in 1928.

In 1922, sixteen counties had less than 25 per cent membership. In 1927 only eight counties had less than 25 per cent membership (and these eight counties contained less than 2 per cent of the teaching body of the State).

The growth of the association since 1918 is summarized in Table I.

# 3. Personnel

State Presidents	
Duncan MacKinnon	1910-1911
Charles L. McLane	1911-1912
Mark Keppel	1912-1913
E. Morris Cox	1913-1922
Mark Keppel	1923-1928
Walter Bergen Crane	1928
Joseph Marr Gwinn	

State Executive Secretaries
Leroy E. Armstrong......1910-1911

Table I Growth of the C. T. A.—1918-1928

	Teachers	C. T. A.	Per-	
Year	in State	Members	centage	
1918	20,049	7,224	36	
1919	20,353	8,640	43	
1920	22,032	10,869	49	
1921	23,980	14,010	58	
1922	25,960	15,188	58	
1923	28,450	17,162	61	
1924	30,951	22,611	74	
1925	33,587	24,802	74	
1926	35,655	28,066	78	
1927	37,700*	30,469	81	
1928	40,000*	32,847	82	
*Estima	ated.			

The state headquarters of the association are located in San Francisco, 508 Sheldon Building. The staff comprises,—the state executive secretary; four assistant secretaries, in charge of publication, advertising, membership, and research; five clerks.

The Division of Placement, 2163 Center Street, Berkeley, is under the charge of a manager (assistant secretary); there are two assistant managers, and several clerks.

The office of the C. T. A. Southern Section, 732 Van Nuys Building, Los Angeles, (which includes the Southern Section placement bureau) has the following personnel: an executive secretary; three assistants in placement service; three clerks.

The **Bay Section**, 312 Federal Telegraph Building, Oakland, has a part-time section secretary and one clerk.

The North Coast, Northern, Central, and Central Coast Sections each have a secretary who devotes part-time to the duties of the office.

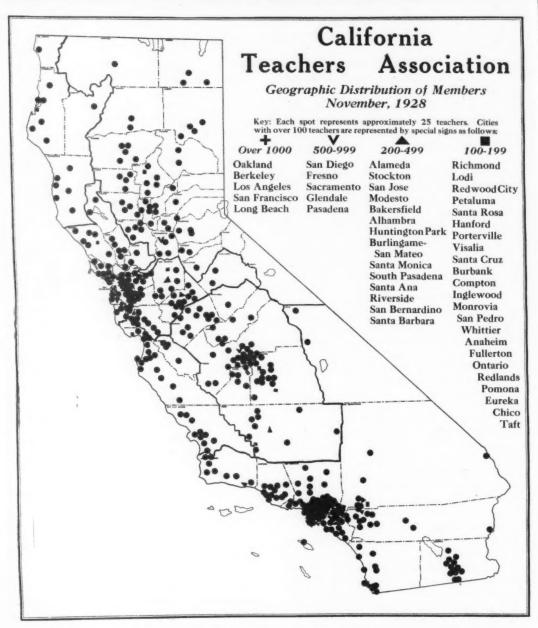
# Sierra Educational News

The state executive secretary is ex-officio editor-in-chief. Editors: Leroy Armstrong, 1910-1911; Arthur H. Chamberlain, 1911-1918; A. H. Chamberlain and Richard G. Boone, 1919-1923; A. H. Chamberlain and Vaughan MacCaughey, 1923-1925; Vaughan MacCaughey, 1925 to date.

Advertising Managers: James A. Barr, 1920-1925; Robert W. Spangler, 1925 to date.

#### Placement Service

In 1920, the California Teachers Association initiated its placement service by taking over the management of a placement office from C. M. Rogers. For some time service was maintained only for part of the year. In 1924, the



THE Board of Directors of the California Teachers Association comprises the following: Dr. Joseph Marr Gwinn, Superintendent of Schools, San Francisco, President; Roy Good, District Superintendent of Schools, Fort Bragg, Vice-President; Robert L. Bird, County Superintendent of Schools, San Luis Obispo; George C. Bush, City Superintendent of Schools, South Pasadena; H. G. Clement, Superintendent of Schools, Redlands; Ed. I. Cook, Teacher, Sacramento Junior College; Clarence W. Edwards, County Superintendent of Schools, Fresno; David E. Martin, County Superintendent of Schools, Oakland; Gladys E. Moorhead, Nutrition Teacher, Los Angeles City Scholos.

work was placed on a substantial year-round basis, and has grown rapidly in volume and quality.

Full-time directors include L. P. Farris, 1924-26; Sam M. Chaney, 1926 to date.

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Mr. Frederick L. Thurston has had charge of the C. T. A. Southern Section, Placement Bureau, with headquarters in Los Angeles, 1922 to date. (Mr. J. A. Woodruff was in charge, 1925-26.)

#### Research

Directors of Research: George C. Jensen, 1926-1927; William G. Carr, 1927-1928; Dr. Elmer Staffelbach, 1929-.

# 4. Sierra Educational News

THIS nationally-known magazine, purchased by the association in 1909, is now in its twenty-fourth year. Ten issues are published each year; 34,000 copies of each number are printed. Each regular issue of the magazine contains 68 pages. Copies are sent to all members of the association and to many libraries and other subscribers throughout the world. Single copies are twenty cents; subscription to non-members is two dollars.

As the official journal of the Association, it contains reports of the transactions of the Board of Directors, the Council and the Sections. Contributed professional articles, studies by the research division, news items, book reviews, editorials, illustrations and advertisements, make up the content.

#### 5. Forms of Service

THE major types of services maintained by the Association for its members and for the promotion of educational progress, include:

- 1. Publication of an official journal (as just described) sent to all members. It facilitates professional inter-communication and enables all members to be well-informed on state and national educational policies and progress.
- 2. Maintenance of placement services, open to all members and to all employing officers. Over 1000 teachers are placed each year. The modest fees charged for this service cover only the actual cost of operating the placement offices, and are nominal as compared with the fees charged by commercial agencies. When a position is secured for a teacher by the placement office, a charge is made of one or two per cent of the first year's salary. Commercial employment agencies charge six per cent or more for the same type of service. The difference thus saved the teachers of the State already has amounted to many thousands of dollars.
  - 3. Research. Studies of educational problems

are carried by the division of research and by committees of the Council and of the Sections. The types of work done by the division of research are indicated by the titles of studies completed by this division since September, 1926:

- The California Tax System\*.....September
   The Battle Between Facts and
   Opinion ......October
- 3. More Automobiles than School
  Pupils ......November
- 4. The Growth of the C.T.A.\*......December
- 5. An Attack on California Schools 1927 Exposed\* February
- 6. The Shift in California Taxes......April
- 7. Taxes, Price, and Waste\*.....August
- 8. Public Financial Reports\*.....August 9. California Teachers Association—

- 11. The Life Diploma in the U. S.....April
- 12. A Survey of Humboldt County\*......May
- 13. Twenty-five Years of School Costs.. May
- 15. Guide to the Literature of Teachers Salaries......June
- 16. Teachers Tenure in California......September
- 17. Standardized Tests for Elementary
  Schools Novemb

The range of studies made by the Council committees can be indicated by the titles of the committees reporting at a recent annual Council Meeting:

- 1. Administrative Authority
- 2. Adult Education
- 3. Affiliation
- 4. Amendment 16
- 5. Apportionment
- 6. Character Education
- 7. Consolidation
- 8. County Unit Plan
- 9. Library Relations
- 10. N. E. A. Delegates
- 11. Placements
- 12. Professional Improvements
- 13. Publicity
- 14. Retirement
- 15. Sabbatical Leave
- 16. Teacher Rating
- 17. Tenure
- 18. University Relations

# 6. Legislation

NE of the most important activities of the Association is the active sponsoring of legislation needed to facilitate the proper functioning of the public school system of the State.

(Continued in the April Issue)

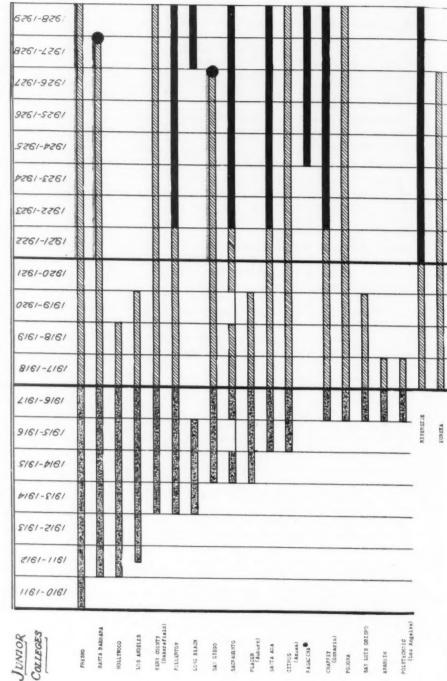
<sup>\*</sup>Titles marked with the asterisk are available in separate reprints. All others can be obtained in the Sierra Educational News for the dates, indicated.

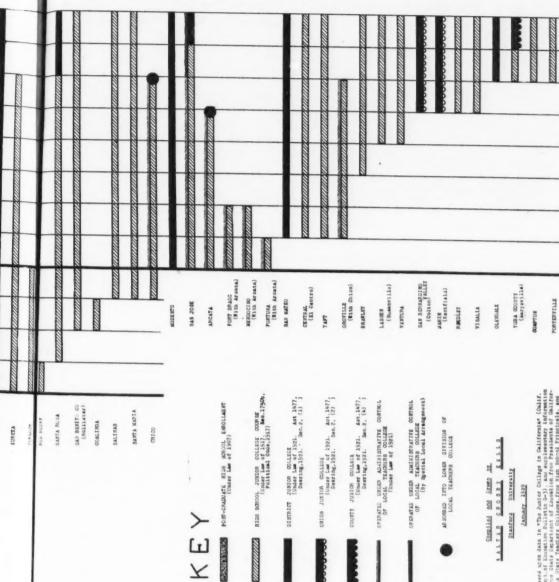
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# History of the Junior College in California: A Research Chart

Prepared by Professor Walter Crosby Eells, Stanford University

Before attempting to read the chart, first study carefully the key and explanation of the symbols. Further detailed information may be obtained by addressing Professor Eells.





RALTER CROSBY EELLS Compiled and Orewn by

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# A Retrenchment Association

A SSOCIATION for Retrenchment in Public Expenditures has its head-quarters at Cleveland, Ohio. The President, James F. Walsh, has offices at 1019 Williamson Building. The Secretary, Gilbert Morgan, has offices at 110 Engineers Building.

In a recent circular letter, President Walsh declares:

"In the last ten years the school system has become a sink-hole for public moneys and the school houses of the land have been converted into mere playhouses, where the children are amused and entertained and permitted to do as they please, with no thought of intellectual discipline. Restoring sanity to the school system ought to be the first duty of the legislature."

In a bulletin accompanying his letter occurs such statements as the following:

"The tremendous increase in the cost of public education within the last quarter of a century, contrasted with the meager results that the schools seem to be achieving, convinces more and more people that a great deal of the money goes to the benefit of someone other than the school children. Therefore opposition to further expenditures becomes more and more popular.

"For instance, there is in Cleveland, Ohio, an organization called the Association for Retrenchment in Public Expenditures which has been broadcasting some startling facts and figures. Recently it has issued a pamphlet with the suggestive title "Sanctified Squander" in which a headlong attack is made on the whole American conception of popular education."

"The neglect of the taxpayer makes the tax-spender bold and the tax-eater insolent."

# Signal Hill at Night

NINA WILLIS WALTER
Traveling Teacher, Crippled Childrens Classes,
Los Angeles

THE stars fell down from the inky sky And came to rest upon a hill high, O'er-sprinkled with tall forms, ghostly still, Huge phantom watchmen guarding the hill.

Borne on the wind is the busy sound Of monsters sucking the fertile ground; Like the rushing of a thousand wings, Signal Hill its droning night song sings.

'Tis a thick forest of Christmas trees, Their lights hung high in evening breeze; Or an army of fireflies alight; Or miners the dark cavern of night Exploring, their guiding lamps a-glow, Steadily burning, tho' wind may blow.

Tall derricks blossoming out at night Like moonflowers, bathe in golden light A garden upon a yellow hill, A forest of oil wells—Signal Hill.

# One Hundred Per Cent

SOUTHERN California has some very interesting records in 100 per cent enrollment in the C. T. A.

Mr. F. L. Thurston, executive secretary of the C. T. A. Southern Section, makes the following statement:

Miss Mary A. Andrews, principal, Mc-Kinley School, Santa Ana, informs us that school has been 100 per cent in California Teachers Association for at least *fourteen* years.

Mr. W. R. Chandler, Principal of the Union School in Los Angeles, says, "We have had a standing of 100 per cent for many years."

Mr. J. S. Malcolm of San Juan Capistrano says "100 per cent for nine years."

A number of our schools reported 100 per cent in both the C. T. A. and N. E. A. One added, "Our principal is a life member of the N. E. A."



# Modern Schools Use RADIOLAS

Good radio receiving sets are becoming necessary school equipment. The two Radiolas specially recommended for classroom use are the "18" and "60" models.

Because of its super-selectivity, the Radiola 60 (Super-Heterodyne) is recommended in locations where other receivers fail to give fine performance.

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RCA RADIOLA 18—Most popular type of Radiola ever offered. Tuned-radio-frequency. \$95 for A. C. model; \$110 for D. C. model; (less Radiotrons).

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# <u>Falifornia Teachers Association</u> Harulty Membership Certificate



# THIS SCHOOL IS 100%

Above is reproduced the honor certificate now being issued by the C. T. A. to all schools which have a 100 per cent faculty enrollment in the association. The original is 8 by 11 inches and in three colors.—red, black, and green.

Miss E. Riddell White, director of the Long Beach City Junior High School Libraries, has issued a 32-page reading list. It has many illustrations and a cover in colors and is a highly creditable bulletin. Such lists are of great value and are being constantly improved. Long Beach is to be congratulated.

Clara Bell Cutler, wife of J. Leslie Cutler, principal of the Coronado High School, is dramatic editor in that school. Recently a splendid tribute to her work from Armand Jessop, appeared in the San Diego Union.

An article in regard to Mrs. Cutler's work is to appear soon in the deluxe "Theatre Magazine" of New York. Mrs. Cutler is well known to members of the California State Drama Teachers' Association and has contributed articles to their magazine, "Drama and School."

air. Jessop declares that "A 'born genius' of stage craft, if there ever was one, Mrs. Cutler has for some half a dozen years been producing plays in Coronado's charming Little theatre, which, for all-around artistry and finish of detail, are so far above the average 'school play' or amateur performance that they merit being classed with the offerings of the professional stage."

Miss Katherine D. Burke, founder of Miss Burke's School of San Francisco, died in Cairo, Egypt, January 10. Miss Burke was enjoying a trip around the world when she was stricken and passed away. The death of Miss Burke takes from the California Educational world a particularly well-known figure. Her mother, Mrs. Lizzle K. Burke, was for 57 years a teacher in the San Francisco schools. Her aunt, Kate Kennedy, was one of the best-known teachers ever connected with the San Francisco school department.

Miss Burke was connected with the San Francisco schools until 1908 when she opened her private school. In this institution many of the prominent women of San Francisco were educated.

### A Great California Conference

THE National Conference of Social Work and the California Conference of Social Work will meet in San Francisco, June 26 to July 3, 1929. Anita Eldridge is Executive Secretary of the California Conference with offices in the Civic Auditorium. The California section chairmen are:

Delinquency—Dr. Miriam Van Waters, Los Angeles; Education—Louisiana F. Scott, Martinez; Family and Child Welfare—Dr. Herbert R. Stolz, Berkeley; Health—Dr. R. G. Brodrick, San Francisco; Industrial Problems—Rev. Robert E. Lucey, Los Angeles; Organization and Administration—J. H. Rainwater, San Diego; Racial and Citizenship Problems—Martha A. Chickering; Recreation—Georgiana Carden, San Francisco.

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The authors are: Henry Carr Pearson, formerly Principal of Horace Mann School, Teachers College, Columbia University and Mary Fredericka Kirchwey, Instructor in Horace Mann School, Teachers College, Columbia University

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Dean of California School Superintendents

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George Philip Morgan,
A majestic vision of a man,
Bred in the mind of God
As a stately, rugged pine
Who stands as guardian knight
O'er valley homes and mountain town,
Nurturing the minds and souls
Of the children of men, long gone
Beyond the darkness of his shadow.

-- Evon Des Lins.

FORTY-ONE consecutive years in the field of education is the enviable record of Tuolumne County's pioneer Superintendent of Schools, George Philip Morgan, the oldest County Superintendent in term of service in the State of California.

Drawn, as many thousands of others were drawn by the glittering love of the Mother Lode. George Philip's forebears, George Morgan, an Australian army officer, with his wife Margaret, came seeking his fortune, first as miner and later in business. They settled in Columbia, Tuolumne County, when Columbia was the third city in size in our golden State. Of the twelve children which sprang from this happy union, George Philip was the fifth.

### A Half-Century of School Work

George Philip, or just "Phil" as he is more

intimately known, after completing the elementary grades in a private school in Columbia, was graduated from San Jose Normal School. Under his sister, who was then Superintendent of Echools, he became a teacher at Sullivan's Creek, soon after taking over the office himself.

This was in 1877 and he has been "hard at it" ever since. This means that for more than fifty years this truly educational and community leader, this charitable and stalwart leader of men, has been actively engaged in educational work, which includes experience as teacher, principal and superintendent.

### Pioneering Days

More interesting than the most fascinating fiction are the experiences of "Big Phil Morgan's" early struggles. The school-houses in those days, while many, were far between. To reach them Mr. Morgan used horse and buggy, traveled on horseback and frequently on foot, and penetrated mountain fastnesses that would make a modern boy quail.

Plunging into the almost impenetrable Sierras, where gold-mad men had established communities, sometimes three full days from their nearest neighbor, this pioneer superintendent and educator would regularly appear for duty.

These visits were events. The tiny tots and their folks welcomed "our Phil", who invariably had a song, a story, or some particular greeting for every child and occasion. Now and then there was an entertainment in the evening for the grown-ups. It is interesting to contrast the methods for traveling in those days with the

fine highways and motor cars we have today. Not one of those then-isolated communities is now more than a day's travel by motor car.

### A Beloved Man

But even today the children of Tuolumne County look forward to Mr. Morgan's visits as one of the bright spots of the year. Eyes shine and happy smiles stretch from ear to ear when their superintendent's familiar six-foot-four (and 200 pounds of able manhood) enters the room.

These children have heard tales of kindliness, geniality and good teaching from their mothers, yea even their grandmothers, so it is with an added thrill that they answer to the big fellow who calls them all by name.

Progress and development has seen to it that this veteran superintendent has no longer to go it alone. Six years now Mr. Morgan has had

the assistance of supervisors, one of which is Mrs. Maude Bowie Hanson, who has been with him during these six years as school nurse.

Mr. Morgan's liberal policies are well-known and greatly admired. Perhaps the most outstanding of these is the desire and aim to keep himself and staff abreast of the times and up with the march of progress.

### A Family Man

No great man claims to have made his success alone, especially where there is a helpful wife in the background. In "Big Phil's" background it is Mrs. Morgan, who is the daughter of the pioneer Franz Anton Siebert family of Columbia.

To Mr. and Mrs. Phil Morgan have come three

(Continued on Page 62)



George Philip Morgan, of Tuolumne County

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### RICHARD BARRETT HAYDOCK

IN Richard Barrett Haydock, Ventura County has a veteran school man, who has served the children continuously for forty-two years, first as rura' school teacher, beginning in 1886, then as principal of Hueneme village school for twelve years, then principal of Oxnard grammar schools for six and one-half years. In 1907 Mr. Haydock became City Superintendent of Ventura elementary schools, serving until July of 1911, when he was recalled to Oxnard, where he served as District Superintendent and is still serving at the present time.

Mr. Haydock has served on the county board of education for the forty years since 1888, continuously except for one year. He served on the Oxnard City Council for several years, was Mayor one term, and last year was President of the Rotary Club.

Mr. Haydock had the first kindergarten school in the county, and was among the first superintendents to employ special art, music, domestic science, and manual training teachers, and nurses and attendance officers, and the first to provide adequate playground equipment and hot lunches for children. Each of his school buildings has beautiful grounds, with shrubs and flowers.

Mr. Haydock stands for the square deal to every youngster, all races, colors, conditions of wealth or poverty receiving exactly the same educational opportunities. He is a man of the highest principles, and of the courage of his convictions.



Richard Barrett Haydock

S. A. Stowell

### S. A. STOWELL

MR. S. A. STOWELL of Charter Oak, California, helped to organize the Charter Oak School District in 1893; and has been a constant member of the Board ever since, serving for thirty-five years.

In the meantime Mr. Stowell served on the Covina Union High School Board for a period of fifteen years, during which time the District was organized and the original buildings were erected.

There is one outstanding feature about the services of

Mr. Stowell. He always had the interest of the boys and girls at heart. Often men serve too long on Boards of Education, but it cannot be said that Mr. Stowell grew stale because he always led with the banner of progress. Any movement that was to better the schools found Mr. Stowell among its enthusiastic boosters.



Charles John Lathrop

### CHARLES JOHN LATHROP

CHARLES JOHN LATHROP, born in a log cabin, Cass County, Michigan, August 31, 1860, received his early elementary educatin in Mechanicsburg District, Michigan. Upon coming to California in 1874, he finished his grammar school education in the schools of Sutter County.

He attended Pierce Christian College (then located at College City, Colusa County) and graduated in 1886 with the B. S. degree. In later years he attended a number of summer sessions at the University of California and also

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ALMOST every teacher or supervisor of music appreciates that skill in sight reading is one of the chief aims in school music and also one of the most difficult to achieve.

This, unquestionably, is due more to a lack of real interest on the part of the pupil than to a lack of ability.

But teachers in thousands of modern schools are successfully overcoming this difficulty and obtaining results from their pupils far beyond the usual by the introduction of the novel, yet exceedingly effectual way of interesting every child in music—thru the use of the harmonica.

# Arouses Real Enthusiasm for Music

Harmonica playing gains the whole-hearted interest of every child. Its simplicity of operation and the rapidity with which the boy or girl can learn to play with accuracy quickly turns lackadasical attention into keen interest.

The pupil is then easily guided to a mastery of sight reading and acquires without conscious effort a thorough grounding in the fundamentals of music . . . thus greatly minimizing the work of the teacher.

To enable other teachers to study the results of harmonica group work in many schools, an exhaustive treatment of the subject has been prepared in the form of a brochure entitled ''The Harmonica as an Important Factor in the Modern Education of Girls and Boys.'' This is supplied without charge.

## Harmonica Instruction Simple

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attended the Gallagher Marsh Business College. In 1895 he studied law while teaching.

In 1886 he secured a First Grade Certificate from Colusa County and taught in the grammar schools of Colusa and Glenn Counties from 1886 to 1902 at which time he passed the Supreme Court examinations entitling him to plead before that court. He served as assistant district attorney for Glenn County during the summer of 1902.

In 1901 he had secured a high school certificate from Glenn County and in the fall of 1902 began to teach in the Glenn County High School, Willows, where he taught till 1909. He then taught in the Colusa High school for two years. In 1910 he temporarily abandoned teaching, setting up a law office in Santa Rosa. In 1912, upon the death of his wife, he returned to Willows and resumed teaching in the Glenn County High school.

He is on his 16th year of unbroken service as the most valued and best loved member of the faculty, happily engaged in teaching the children of his former pupils. His work and talents are varied, mechanical and freehand drawing, painting at which he excels, bookkeeping, business practice and commercial law.

### A Teacher of Persons, not Subjects

He is a man who teaches persons more than subjects, an advisor to new and aspiring principals, a joy and an inspiration to all who meet him. His is the gift of ever-increasing service to the cause of education.

Mr. E. P. Mapes, Glenn County Superintendent of Schools, Willows, makes the following additional statement.

My father was a member of the Board of Trustees who first hired Mr. Lathrop in Glenn County. My uncle was also a member of that board, and through their efforts Mr. Lathrop secured the Cherokee School. Mr. Lathrop drove the "header", the old-style way of cutting grain, while my uncle, Jim Mudd, conferred with other members of the Board.

Mr. Lathrop was a good hunter and fisherman, always bringing in his share of the game. He hunted in the Coast Range Mountains for deer and on the Glenn Grant for ducks and geese, when Dr. Glenn was farming the Glenn Grant as the largest ranch in Glenn County.

# Mrs. Jennie E. Hartley

A PIONEER teacher of San Mateo County, still living in retirement at Redwood City, is Mrs. Jennie E. Hartley. Before the primitive days of 1870 she began her career as teacher in the original Purissima School, one of the first in that county. There her wonderful charm was felt by everyone, young and old.

During that period Purissima was notable as a political and social center. At the social gatherings, the dainty young school-mistress was ever a welcome guest. She soon became the general favorite. Her sway was irresistible. Among the young men who met and admired her was G. P. Hartley, who had come from New York to California to make his fortune. An old pioneer told the writer, in his boyhood, that the first work Mr. Hartley ever did in this state was

to weed onions. When he started on the job he did not know onions from weeds! He was an apt learner, however, and he was soon recognized as one who did "know his onions"!

He was attracted seriously by the popular teacher of the Purissima school. She saw in him a handsome, educated, ambitious young man, whose company was quite congenial. The friendship ripened into love. They were married about the year 1870.

No children blessed their union, but they adopted all the children of the county as their own and devoted the best of their lives to education.

Together they taught the public school at Halfmoon Bay from 1871 until 1877, giving unusual satisfaction and gaining country-wide reputation as teachers. The same qualities that had made the young teacher at Purissima so much appreciated were felt by the learners at Halfmoon Bay. To be in the presence of Mrs. Hartley and have her teach them was a continual pleasure.

It was the same with Mr. Hartley. He was not so affectionate as his wife but he had a store of droll humor that reached and held the older children, likewise the adults who came in contact with him. With his drolling and her sweetness each also was endowed with a generous allowance of common sense.

As a consequence Mr. Hartley was called to a higher position and a broader field. In 1876, the Centennial year, he was elected County Superintendent of Schools. At that time this position paid only \$75 a month. It was necessary to continue active school-teaching. The people of Redwood City were only too glad to install him and his wife as teachers of the Redwood City public school. He continued in the office of County Superintendent until 1887.

At the beginning of his superintendents career he carried out his oft-repeated pledge of establishing schools within the reach of all children in the County. Everyone was given the opportunity to obtain the blessing of an education.

It was his pleasure to visit these schools once or twice a year. Each of his calls was considered an event. He never failed to give the boys and girls a friendly talk and nearly always mentioned that it was wise to make the most of the chance to get an education, because some day some one of the boys might be President of the United States. His vein of humor never deserted him.

After his administration as County Superintendent he and his wife continued for years as teachers of the Redwood City Schools. Among those whom they taught are many of the prominent leading men and women of the County. A few of those who pay grateful tribute to Mrs. Jennie E. Hartley and her honored husband are;-George U. Hall, district superintendent of San Mateo; Roy W. Cloud, executive secretary of the California Teachers Association; W. J. Savage, district superintendent of Colma, Daly City and Lawndale; Charles C. Hughes, city superintendent, Sacramento; J. B. Hughes, principal, high school, Oroville; Mrs. Ada Caldwell, dean of women, San Diego State Teachers College; Miss Mary Stewart, principal, Luther Burbank School, Santa Rosa.-William J. Savage, Supt., Daly City.

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### Mary T. A. Mulgrew

CALAVERAS COUNTY has in Miss Mary T. A. Mulgrew a teacher of many years of successful experience. Miss Mulgrew began her educational career in Calaveras and has continued in the same county during all of her successful experience. In 1877 she took the examination and was successful in securing an elementary certificate.

Her first year was spent in the Brushville district, where she remained for a year. Like so many of the teachers of that time she left this district at the end of the year and went to Evergreen where she remained for three years.

In 1881 the trustees of the school in the old Whiskey Slide district offered her a position in that picturesque section. She accepted the offer and for three years led the boys and girls in the way of life.

From Whiskey Slide she went to Spring Valley district, then to Bald Mountain, Chilly Gulch, Carson, and for six years was teacher of the Wallace joint school district. Next came a call to take charge of the primary department of the school at Murphys and for twelve years she occupied the position there.

The Angels Camp school then asked her to take the Second Grade. This was a larger school than the one at Murphys so she gave her experience, her enthusiasm, her patient administrations to the boys and girls of this famous mining town.

Six years in Angels Camp brought her to the close of the term in June, 1916, when she applied for retirement. So for 39 years Mary T. A. Mulgrew taught the boys and girls of Calaveras County.

During the first year of her teaching at Murphys, a dark-haired lad named Charles Schwoerer entered school and continued in her department for the allotted period of time. When Mr. Schwoerer became principal of the school at Angels Camp, Miss Mulgrew was one of his assistants. The fact that he had started to school to her made no difference. She was one of his most loyal supporters and friends.

It is recorded of her that she never allowed herself to get into a rut but was one of the first to try new ways. When Mr. Schwoerer became county superintendent of schools, she was again one of his most loyal supporters.

Now in the evening of life this good woman who gave so much to the youth of Calaveras, lives with a sister at Camanche, Calaveras County, on a ranch which they jointly own. Another sister, Miss Alice Mulgrew, is connected with the school department of San Francisco.

This item was written by a former pupil of Miss Mulgrew and is presented in grateful appreciation of the good work which she did.



Mary T. A. Mulgrew

### Joel Sheldon Cotton

MR. JOEL SHELDON COTTON, principal of the Fort Bragg Senior Union High School of Mendocino County, has been associated with the school system of that county for 31 years. He has most nobly served the educational system of this state by giving untiringly of his efforts for all of these years.

His experience has proved that an educator such as he is may most efficiently contribute to the educational plan by remaining in one district; for he can better judge the spirit of the community and consequently serve it more adequately.

Mr. Cotton is a very much admired man in Fort Bragg and his approval or disapproval of any educational issue would have considerable influence with the residents of the town.

Mr. Cotton was graduated from Stanford University in June, 1897, and the following

month began his life work as a school administrator. He was located at Cleone the first three years, but in 1900 he came to Fort Bragg and here he was principal of the grammar school until 1906.

In that year he founded the high school with 30 students enrolled and a faculty composed of four members. In relating his experiences, Mr. Cotton tells of the opposition to his plan because Mendocino had a county high school. He was told that he would not have three students enrolled, but there were 32 present the first day.

In 1907 the present building was erected and he was accused of "monopolizing seven acres of land for a bunch of hoodlums to occupy." In spite of all opposition, Mr. Cotton had the courage to continue until the numbers grew to such an extent that an annex was built which duplicated the number of rooms of the original building.

In the fall of 1927 the total enrollment was 330 and again the building was found inadequate to meet the needs. Consequently this fall a new junior high was opened, and the school of which Mr. Cotton is now principal is a senior high with an erollment of 230. Such has been the growth of the school under his administration.

Paralleling this growth in numbers, there has been a marked improvement in the entire plan. According to his own statement he has seen a well developed and well organized system of tests and classification grow out of the haphazard and chaotic conditions of a few years ago.

Many children of the second generation are studying with him now and he says that he hopes to be retired before the time comes for him to teach the grandchildren.

He has been a teacher as well as an administrator and has specialized chiefly in the teaching of science and mathematics. His hobbies

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have helped him in his pedagogical work. In his leisure time he has studied architecture, agriculture and now he is an ardent student of horticulture. He spends much of his time in his own greenhouse cultivating many different species of plants.

As a counselor of student activities and as a real friend of every student, the value of his personality cannot be overestimated. Almost without exception every student who has been graduated from the school claims that Mr.

Cotton is one of his best friends.

The faculty members who have had the privilege of working under his supervision bear testimony to his ability as an administrator, educator and counselor.—Ruth Eleanor Anderson, Fort Bragg High School.

# MRS. ANNA SILMAN

MRS. ANNA SILMAN was born near Plattville, Wisconsin, in 1849, where she attended a country school through the grades. She then attended the Plattville Academy two years and the Plattville Normal School two years, after which she spent one year in the Oskosh Normal School. While attending the two normal schools Mrs. Silman taught on a county certificate in rural schools during vacation time.

After teaching fifteen years in Wisconsin Mrs. Silman came to California in 1880. She taught three years in San Joaquin County and came to Merced County in 1883. She has been identified with the educational progress of Merced County since that time and had 39 years of school experience in California, most of which time was spent in the Merced City Schools, where she has been both grade teacher and principal.

Mrs. Silman was a deputy county superintendent of schools of Merced County during 1902-03 and county superintendent of schools from 1903 to 1907. Since then she has been a member of the Merced County Board of Education almost continuously and is president of the Board during the present year. Mrs. Silman retired from teaching about three years ago after more than fifty years of service.—C. S. Weaver, Merced County Superintendent of Schools.

### MISS M. M. COX

A TEACHER with a powerful influence was Miss M. M. Cox, the woman chosen in 1887 to direct and guide the first class of girls who entered the Boys' High School of San Francisco. Before this there were no women on the faculty and no girls in the school.

There was no Greek nor Latin offered to girls in any San Francisco public school. A small group in the Girls High School asked for this classical preparation for college. In response,

### To Mrs. Susan M. Dorsey

On her retirement from the city superintendency of Los Angeles.

I. D. PERRY, Los Angeles High School

A S one who guides a westward pilgrim band Across the plain to towering peaks of white

Which call them forward, onward to the light

Of sunset and a greener, sunnier land;

Though rugged cliffs and raging streams impede They heed the bidding of his beckoning hand, They ford the rivers at his sharp command, All summits scaled, they follow in his lead;

So you have led the ranks of learning up
Through perils and perplexities unseen
By those who only followed as you led.
Now by the summer sea in groves of green,
The struggles past, the garlands on you
head,

You rest and wine of gladness fills your cup.

the authorities, as a matter of economy, decided to send this group of girls to the Boys' High School and place a woman director over them.

Miss Cox was chosen as that director. She had just returned from a four years sojourn in Europe, where she had studied French and German. She was young, clear-eyed, vivid and distinguished. She had humor, and was a constant challenge to students in work and in conversation.

She put the boys on their mettle and helped them to develop their individuality and their power. She aroused their interest in their work and their future, she held before them standards. She forced on them decision and action. She trained towards intellectual honesty. She made them feel that courage was the basis of all truthful speaking and living.

Her students carry honors-high places. Blanche Bates was in the first small group of girls who went with her to the Boys High School. Professor Harry A. Overstreet, New York University, Judge Harry W. Wright. George Ebright, President of the State Board of Health, and Dr. Aurelia H. Reinhardt, of San Francisco acknowledge indebtedness to her for direction. They turn to her still for counsel.—Mrs. Cornelia McKinne Stanwood, San Francisco.

ALIFORNIA Public Schools Week will be observed this year during the week beginning Monday, April 22. This is the tenth annual observance. Public Schools Week, founded by Honorable Chas. Albert Adams (who for many years has been active in behalf of public education, and who is a member of the State Board of Education), has become a community affair and is observed annually in practically all California communities.

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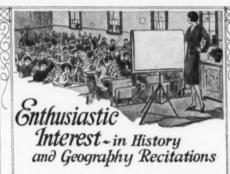
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### National Dressmaking Contest

SEQUOIA Union High School, Redwood City, indulges in inter-school contests in athletics, typing, and debating. The domestic art department deemed it expedient to take part in a national dressmaking contest conducted by the Butterick Pattern Company.

Realizing that the purpose of any contest is to acquire accuracy and skill, many girls entered their garments. Three dresses were chosen by local judges to be sent to New York. All the students participating agreed that they had gained more knowledge on the contest garment than might have been obtained in working on an ordinary assignment.

The styles were limited as six patterns only were offered as a choice, so individual planning and designing was paramount in making the dresses distinctive. Flannel, crepe satin and flat crepe respectively were used, and pin tucks, cording and French binding were employed as trimmings.

The flannel dress made by Virginia Andersen was given a prize and honorable mention. The other two garments made by Frances Ridge and Fern Wong received favorable mention. The prizes, however, were minimized and the true spirit of competitive sportsmanship prevailed throughout the contest.—Miss Marion B. Hosmer.

### A League for Adequate Salaries

WESTERN States Salary League, which was definitely organized last spring through the alliance of fifteen teacher organizations, held its second annual meeting at the N. E. A. in Minneapolis last summer.

It was decided at this meeting to study the whole field, especially in regard to organization, as the old Constitution was found inadequate. A committee has been at work the past few months, and the League is now ready to again accept new members.

The League is not a rival to any existing

teacher organization. It has a distinct field in which to work, and whenever any definite line of action is decided upon it expects to have the friendly help of all state and local organizations, and to work mainly through them and with them.

The League offers a splendid opportunity for all local teacher organizations to get together and work cooperatively in the common cause. Although the League membership consists of teacher organizations who join at a very small fee per

member, it is also possible for rural teachers who do not belong to any local association to join as associate members for one dollar per year.

Further information can be secured from the president of the Western States Salary League, Mr. H. B. Glover, by addressing him care of the Polytechnic High School, Washington and Hope Streets, Los Angeles.

Have your local teacher organization add to the prestige and influence of the League by becoming a member of this worth while organization.

The California teachers membership committee of the National Association of Penmanship Teachers and Supervisors comprises: Leta Severance Hiles, Chairman, Long Beach; Miss Myrtle I. Palmer, Supervisor, Oakland; Riley Edward Wiatt, Supervisor, Los Angeles.

1929 Meeting—April 24-5-6 at Buffalo, New York. California has approximately 150 members in the national organization. All penmanship teachers and supervisors are asked to communicate with Leta Hiles of Long Beach.

. . .

South San Jonquin Teachers Association held its regular semi-annual banquet in the Ripon Union High School on Thursday evening, January 18. There were 110 teachers present, which indicated a growing professional consciousness.

Harry Knopf, Principal of the Ripon Grammar School, arranged an excellent program. The girls of the high school, under the direction of their teacher, Janet Davis, arranged and served the banquet.

Helen Heffernan, the speaker of the evening, delivered a brilliant address on "Bridging the gap between the elementary and the high school."—Rudolph Ruste, Secretary, South San Joaquin Teachers Association.

A. B. MAVITY is Pacific Coast Manager for Henry Holt and Company, publishers, with offices at 149 New Montgomery Street, San Fran-

cisco. This company has recently brought out an excellent "Handy Book of English Composition" by Ruth M. Whitfield, of Maywood, Illinois.

P. W. Ross, principal of the Point Loma Junior-Senior High School, San Diego, reports that interesting and noteworthy graduation exercises of three San Diego junior high schools and the senior high schools were recently held.

California Public Schools Week will be observed this year beginning Monday, April 22. This is the tenth annual observance. Public Schools Week has become a well-established community affair in all progressive communities. Charles Albert Adams (Humboldt Bank Building, San Francisco) is chairman of the State Committee; Vaughan MacCaughey (508 Sheldon Building, San Francisco) is state secretary.

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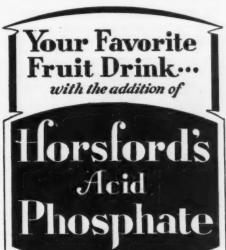
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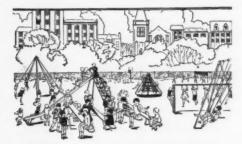


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### C. T. A. Southern Section President

ROBERT A. THOMPSON, president of the C.T.A. Southern Section, is a Stanford man, with a



Robert A. Thompson

fine record of educational achievement in Southern California. As principal of the John Burroughs Junior High School, chairman of the Los Angeles junior high school curriculum committee, and member of the C.T.A. for over 20 years, as well as in many other school and community activities, Mr. Thompson has made a highly creditable record.

Stanley J. Krikac, district superintendent of schools, Del Monte, Monterey County, has reported that both of the schools in his districts are 100% in the California Teachers Association.

Mr. Krikac will be remembered by the superintendents who attended the last session of the

Superintendents Convention, as the young man who arranged for many enjoyable outings and evening performances during the Superintendents Convention.

# Frank A. Bouelle

(Portrait to right)

L OS ANGELES' new superintendent, succeeding Mrs. Susan M. Dorsey, is a real pioneer. His father came to Los Angeles from France in 1851 and his mother came in 1869. Mr. Bouelle began teaching in 1893 and entered the Los Angeles school system in 1895.

In 1923 he joined the executive staff as assistant superintendent. He has served under five superintendents, and is excellently qualified for the great responsibilities to which he has been called.

A field hockey and sports camp will be held this summer, as has been customary in previous summers, by the Department of Physical Education, Mills College, summer session, between June 29 and July 28.

This is the fourth session of this highly meritorious summer camp.

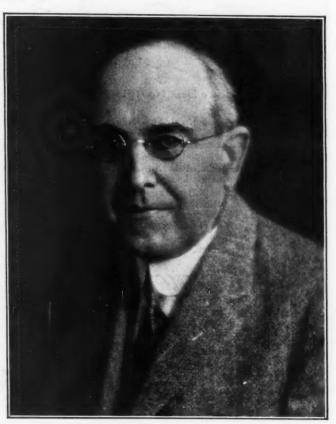
Rosalind Cassidy, chairman of the department of physical education at Mills College, is in charge. Further information may be obtained from her.

### California Elementary Principals

FIRST yearbook of the California Elementary School Principals Association relates chiefly to the classification of pupils. The bulletin comprises 48 pages and includes eight important papers, roster of members, and a special supplement of Southern Section work. An important study, among numerous others, is being conducted for use in the adjustment of the salaries of elementary school principals.

The yearbook is a valuable and significant beginning and is worthy of the careful study of every California elementary school principal. The editor, O. D. Enfield, is principal of the Eastman Street School, Los Angeles.

W. W. Robbins, associate professor of Botany and botanist in the Experiment Station of the University of California, has recently prepared an excellent text on "Plant Growth" suitable for high school and college use. It is a substantial volume with many illustrations and gives the most recent and authoritative information in this important aspect of botany. It is published by John Wiley & Sons, publishers of technical, and scientific and business books, 440 Fourth Avenue, New York City.



June 17-July 26

Corvallis, Oregon

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HOME ECONOMICS—DR. CAROLINE HEDGER, Medical Director Elizabeth McCormick Memorial Fund, Chicago,—Child Development, a course dealing with the pre-school child; PROFESSOR BELLE LOWE, author of "Lowe Dietetic File," Iowa State College,—Nutrition. Twenty-five courses. Many more in related fields. Sequences leading to Master's degree.

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be owned by every rural school and presented at every county institute for work in rural schools.

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### News from Ventura

MELROWE MARTIN, superintendent of the Ventura City Schools, reports that Ventura recently passed a \$400,000 bond issue for a junior high school by vote of 8 to 1, the largest vote ever passed in the District.

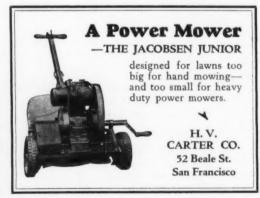
November 6, the County Junior College idea was defeated by a vote of more than 2 to 1. It was defeated decisively by more than a thousand majority outside the limits of the City of Ventura. In the City of Ventura the vote was something like 2900 noes, and 340 yes, the issue being chiefly the 6-4-4 plan. The result in the City of Ventura was a hearty endorsement of the new arrangement in education.

The enrollment in the grades 7 to 12 inclusive this year is something over 1,000, and it is believed that next year it will be over 1200.

Growth of the Ventura Schools this year is something over 15% increase over last year. The high school has enrolled over 700, and the elementary is 1550.

Superintendent J. B. Davidson of Marin County held a rural school district institute at Tomales Union High School, Tuesday, February 12. Superinendent O. F. Straton of Sonoma County discussed various phases of school activity. A. W. Ray, superintendent of schools of Mill Valley, talked concerning the County Unit. Superintendent Oliver Hartsell of San Rafael gave a most interesting talk on Abraham Lincoln.

At noon, under the direction of Principal H. I. Schnabel, the teachers and trustees of the Tomales High School enertained the 60 delegates at a bountiful turkey dinner. The resolution committee of the trustees made recommendations regarding the County Unit and the continuance of tenure.



USED GAS PLANT for sale at a bargain. Will supply all the needs for gas for the average high school. This plant is in perfect condition and has given entire satisfaction but is no longer required.—For particulars write Lompoc High School, Lompoc, California.

The annual meeting of the California Council of Education will convene at the Hotel Oakland. Saturday, April 13, 9:30 a. m.

STANFORD UNIVERSITY California Summer Quarter, 1929

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Director of Summer Quarter Room 173 Administration Building Stanford University, California

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### A Planetary Gathering

PREPARATIONS are being advanced rapidly for the Third Biennial Conference of the World Federation of Education Associations which will be held at Geneva, Switzerland, from July 25 to August 3, 1929. The program is well under way and President A. O. Thomas is expecting to go to Geneva in the month of December to make final arrangements.

A recent report from Mr. E. J. Sainsbury, Secretary of the European Section, makes important suggestions for creating interest in the Geneva Meeting among the countries of Central Europe.

Reports from the British Isles, the United States, Canada, China, Japan, and India all give evidence of great interest in the Geneva Meeting in those countries.

Arrangements have been made with the Travel Bureau of the National Union of Teachers, London, with Thomas Cook and Sons, New York, and with Walter Wood, Inc., Boston, by which these agencies will plan tours, including room accommodations while in Geneva, for teachers visiting the Conference who wish to travel under their auspices.

Persons wishing further information upon the Conference should write to Dr. A. O. Thomas, President of the World Federation, State House, Augusta, Maine, U. S. A., or Charles H. Williams, Secretary, 101 Jesse Hall, Columbia, Missouri.

The Eighth Grade pupils of the Newport Beach (California) Public School publish an excellent, illustrated, mimeographed journal entitled "The School Pilot". Jack Kerr and Jeannette Boden are editors-in-chief and Dorothy E. Crane is faculty advisor.

National Council of Parent Education has issued a 15-page bulletin reviewing recent research in nutrition, pertaining to parents problems. Flora M. Thurston is executive secretary, with headquarters at 41 East 42 Street, New York City.

John Rowland Hawkins of Huntington Park commends the important C. T. A. committee reports published in recent issues of the Sierra Educational News. Mr. Hawkins is a teacher of orchestra and band in the Huntington Park Union High School.

Children's Pets Exhibition was founded in 1905 under the auspices of the San Francisco Society for the Prevention of Cruelty to Animals. Its object is to encourage the holding of children's pets exhibitions. The superintendent is Dr. Frederick W. D'Evelyn, 312 Phelan Building, San Francisco. An excellent exhibit was held in San Francisco November 30 and December 1.

The Science League of America has a National Honorary Advisory Board, on which are the following distinguished Californians: Rabbi Rudolph I. Coffee, California Board of Public Welfare; Professor Harold Heath, Leland Stanford University; Dr. David Starr Jordan, chancellor emeritus, Leland Stanford University; Dr. Charles F. Lummis, founder emeritus, Southwest Museum; Professor H. S. Reed, University of California; Dr. T. Wayland Vaughan, Scripps Institute of Oceanography.

The headquarters of the League are at 509 Gillette Building, 830 Market Street, San Fran-

cisco.

Mr. S. Garborg, of San Gabriel, has prepared an excellent translation of "Hiawatha's Vision," which has received much favorable comment and which will be of interest to many California teachers, particularly those in English Departments.

Mr. Garborg's address is: Route 2, Box 783-B, South San Gabriel.

### A Veteran Departs

Hugh H. McCutchan, for twenty-seven years a member of the Long Beach School system, re-

cently passed away in Long Beach.

He was principal of the George Washington Elementary and Junior High Schools. Born in Nevada City in 1856, he began teaching at the age of sixteen, and for half a century labored in the public schools of California. He graduated from the Normal School at Napa and taught for thirteen years in Azusa. He then went to Long Beach, 1902, and continued there until his death.

He had a host of friends and was highly esteemed as a useful citizen of long and efficient service.

Scott, Foresman and Company, educational publishers, have announced the election of the following officers: President, Hugh A. Foresman, to fill the vacancy caused by the death of the founder and former president, Erastus Howard Scott; Vice-President, Robert C. McNamara; Treasurer, W. Coates Foresman; Secretary, Willis H. Scott.

The company has its headquarters at 623

South Wabash Avenue, Chicago.

Mrs. Kathleen M. Laughlin, head of the commercial department of the Yuba County Junior College, will be an instructor in the School of Commerce summer session of the Oregon State College, Corvallis.

### The Passing of the West

"THE Hunting of the Buffalo", by E. Douglas Branch, author of "The Cowboy and His Interpreters", is an epic historical narrative, absorbing and colorful. Full of adventure is this hitherto neglected chapter in the history of the vanished West.

Mr. Branch has woven a thrilling account of the slaughter that all but exterminated the American bison. The volume of 250 pages is richly illustrated with old drawings and photographs. The publishers are D. Appleton and Company of New York and London. \$3.00. LOUDEN

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# EDUCATIONAL LITERATURE



Western Meadowlark. One of a series of bird bulletins published by the Audubon Society, 1974 Broadway, New York City.

### A Panorama of Modern Civilization

WHITHER MANKIND, a massive volume published by Longmans, Green and Company, of New York, is a notable sympoisum, edited by Charles A. Beard, co-author of "The Rise of American Civilization." The well-bound book of 410 pages treats of many aspects of the central theme—What kind of a world is this and where are we going? Havelock Ellis on the family; John Dewey on philosophy, James Harvey Robinson on religion, Bertrand Russell on science,—these are a few of 18 scintillant and immensely stimulating chapters. It is a great book, questioning a great age.

### A Book on High School English

I SAAC PITMAN & SONS, publishers, have recently brought out a valuable book by John B. Opdycke, entitled "In the Service of Youth." It deals with certain phases of the teaching of English in junior and senior high schools.

William McAndrew has written a provocative introduction. The volume comprises 416 pages; price \$3.50. Isaac Pitman & Sons has its head-quarters at 2 West 45th Street, New York City.

### The Practice of Printing

A N extremely useful and well-prepared text-book for all teachers of printing, journalism classes, and others who have to do with the teaching of printing and journalism in schools, is "The Practice of Printing." The pages have been hand set in foundry type and materials, as an example to the young compositor.

Ralph W. Polk, Principal Robidoux Polytechnic School, St. Joseph, Missouri, and formerly a typographer of broad trade experience, is the competent author of this volume of 300 pages. There are many illustrations. The publisher is The Manual Arts Press; its address being Peoria, Illinois.

### Elementary Printing Job Sheets

THIS is a set of fifty-one sheets, for use in connection with "The Practice of Printing" by Ralph W. Polk, Supervisor of printing instruction, Detroit Public Schools. It is published by The Manual Arts Press, Peoria, Illinois:

This set of job sheets is intended to cover the fundamental trade experiences ordinarily given in the first year of the printing course in secondary schools.

Applying the instructions in the text to the corresponding job in the set of job sheets, gives the student a clear understanding of what he is doing and establishes correct trade practice.

Suggestions on how to use the job sheets, an outline for a year's work and a student's rating sheet accompany each set.

### Speech and Hearing

TEACHERS in all grades of schools are constantly using the techniques of speech and hearing. It is therefore highly important that all teachers understand the general principles of good speech and good hearing.

Mr. Harvey Fletcher, director of acoustical research, for the Bell Telephone Laboratories, has prepared a volume of 350 pages, with many illustrations and drafts, dealing with many phases of speech and hearing. It is published by D. Van Nostrand Company, Eight Warren Street, New York City; price \$5.50. It is an excellent volume for the research worker and the reference library.

"Geography Outlines of Continents" is an excellent paper bound manual of 156 pages, by Ellan Shannon Bowles and published by The Progressive Teacher, Morristown, Tennessee. Miss Bowles has prepared a good series of detailed outlines and suggestions for the teaching of geography. The Progressive Teacher also issues an extensive series of plays, entertainments, and educational aids and devices.

# THE HART'S HISTORY AIDS



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#### School Health Bulletins

THE Teacher's Health—What Some Communities are Doing to Conserve It, is Monograph no. 4 of the School Health Bureau Welfare Division of the Metropolitan Life Insurance Company. It comprises 32 pages and gives a concise outline of progressive movements toward the improvement of teacher health.

Hand-Washing Facilities in Schools, a report of a survey of the facilities found in 404 schools, is Monograph no. 3 of the same Bureau. It has 16 pages and points out that adequate handwashing facilities are disconcertingly low in most schools.

Other publications by this Bureau include,—Health Heroes Series: Louis Pasteur, Walter Reed, Edward Jenner, Edward Livingston Trudeau; Some Ways of Using the Health Heroes Series; Louis Pasteur Film Strip Outline; Art and Health Book; The Janitor and the School Child; A Practical School Health Program (Monograph no. 1); Diphtheria Immunization in Schools (Monograph no. 2).

Any California teacher who desires copies of these bulletins may secure single copies gratis by addressing Dr. W. P. Shepard, assistant secretary, Welfare Division, Metropolitan Life Insurance Company, 600 Stockton Street, San Francisco.

### Work That is Play

PUPILS Work Book in Reading, published by Ginn and Company, is prepared by Lura M. Eyestone, training teacher, Illinois State Normal University, and Claire W. Roberts, assistant county superintendent of schools, Bloomington, Illinois. It is bound portfolio, 12 x 8 ½", and is accompanied by a set of Construction Pages. This purposeful seat work for pupils of the primary grades is well planned and is, of course, a necessary feature of modern educational procedure. Such materials as these are being abundantly used in the best primary schools everywhere.

### The Philosophy of Fiction

GRANT OVERTON has written in this book a deeply penetrating study of the novelist's art. He writes extremely well; he makes his subject vital and looks at it from an original angle. He has here produced an admirable piece of creative writing. The book of 375 pages is published by D. Appleton and Company, 35 West 32nd Street, New York City. \$3.00.

Madison Cooper is owner, editor, and publisher of "The Flower Grower", a monthly magazine for all who grow flowers. His address is Calcium, New York. He offers a collection of 120 Gladiolus bulbs, together with a year's subscription—12 issues—for \$3.00.

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for The Rural Schools

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### George P. Morgan

(Continued on Page 38)

children; two daughters, teaching in Oakland schools, and a son in the Personnel Department of the Pacific Telephone and Telegraph Company of San Francisco.

If you wish a gracious welcome to a most beautiful and historic county and wish to meet one who knows that county's history and progress, travel over good roads directly east from San Francisco to Sonora, Tuolumne County, and there meet George Philip Morgan, Dean of Superintendents.-M. O. Morgan, San Francisco.

### ELLIOT W. LINDSAY

N honored and popular educational veteran A of Fresno County is Elliot W. Lindsay. Migrating while a young man to Fresno from Nova Scotia, where he had prepared himself in the best schools for the profession of teaching, Mr. Lindsay began his life work in the Granville School. After teaching with marked success in several other rural districts, he was appointed to a principalship in the Fresno Schools.

In 1906 the people of the county expressed their appreciation and recognition of his ability and merit by electing him County Superintendent of Schools. To this position he was reelected twice successively. In discharging the

duties of this office, Superintendent Lindsay displayed exceptional administrative ability and won state recognition as an authority on rural education.

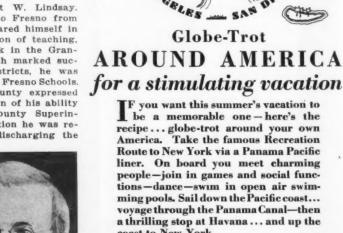
At one time he was nominated by one of the major parties for the office of State Superintendent of Public Instruction and was for years a representative on the State Council of the California Teachers Association

Ever an active community worker, he was identified with such

organizations as the Y. M. C. A., the St. Pauls Church, and the Masonic and Odd Fellows Lodges.

Retiring voluntarily from the County Superintendency in 1918, he has since occupied a professorship in the Fresno State College. In this capacity he is still helping and guiding young people toward useful and happy lives. We wish him many more years of successful and happy service.-C. W. Edwards, Fresno.

The American Child Health Association has its headquarters at 370 Seventh Avenue, New York City. Its slogans are: "Youth is the strength of America; make America's Youth strong"; "May Day is Child Health Day"; "Insure America's future". Herbert Hoover is President of the association. Mrs. Aida A. Breckinridge is director of the Division of Publications.



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William F. Hale is principal of the elementary activities.

Over one hundred teachers and trustees of Los Angeles County met at the East Whittier School, Saturday, December 19, and considered pending legislation. Roy W. Cloud, State Executive of the California Teachers Association, talked on the subject. C. L. Broadwater, Superintendent of Schools of El Segundo, presided. Great interest was manifested in the measures proposed.



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